

Office of English Language Proficiency

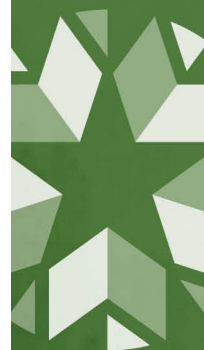
ENGLISH LEARNER PROCESS AND PRACTICE Frequently Asked Questions



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Glossary

ACCESS for ELLs: The collective name for the suite of summative English language proficiency assessments developed and supported by WIDA. The ACCESS assessment is administered annually to all kindergarten through 12th grade English Learner students.

Accountability Reporting Application (AR Application): Application available on the state Single Sign On system that contains longitudinal enrollment, demographic, assessment, and accountability data for all students in the state.

Alternate ACCESS for ELLs: A large-print, paper-based English language proficiency assessment administered to students in grades 1-12 who are identified as English Learners (ELs) with the most significant cognitive disabilities. Alternate ACCESS is intended for ELs who participate, or who would be likely to participate, in the state's alternate content assessment(s) (OAAP).

Band Committee Exit Process (a.k.a. the Band Exit Process): Process by which an EL student scoring in the range of 4.3-4.7 Composite/Overall on the ACCESS for ELLs assessment, or by meeting specific scoring criteria on the Alternate ACCESS assessment, may be eligible to exit EL status (dependent on additional criteria).

Bilingual: For the purposes of Oklahoma EL policy, the term is used **only** to indicate that a student is assigned a language code that will generate an additional 25% of their base allocation through the State Aid equalization formula (a.k.a. the “Bilingual Weight”). **A student is not required to be fluent in two or more languages to be assigned Bilingual status.**

Composite/Overall Score: The measure of an EL student’s overall level of English language proficiency derived from their WIDA ACCESS for ELLs domain test sub-scores. The Composite/Overall score is reported as a whole number followed by a decimal, with the whole number reflecting the student’s proficiency level (1-6) and the number after the decimal reflecting how far the student has progressed within that level.

DRC (Data Recognition Corporation): The WIDA vendor currently managing the administration and scoring of the WIDA suite of online and paper assessments.

DRC INSIGHT: Web-based platform managed by DRC that hosts the Screener Online and ACCESS for ELLs Online assessments.

Dually-identified: A student who has been both identified as an English Learner and been formally determined to have a special learning need.



English Language Proficiency Assessment Indicator (a.k.a. the ELPA Indicator):

The ESSA-mandated, site-level Accountability indicator focused on English Learner progress towards achieving English language proficiency. The indicator awards points proportionately based on the number of English Learners served by a site that either meet or exceed their expected ELP growth target or achieve English language proficiency in a given academic year.

English Language Academic Plan (ELAP): The state-mandated document required for all identified English Learners that includes a student’s placement test information and/or proficiency test information, accommodations, and language learning goals.

English Language Proficiency Assessment (ELPA): The ESSA-mandated assessment of English language proficiency that must be administered annually to all identified English Learners. Federal law requires the assessment measure English proficiency across the four domains of language- Reading, Writing, Speaking, and Listening. Oklahoma’s adopted ELPA is the WIDA ACCESS for ELLs assessment.

English Learner (EL): Most commonly, an EL student is one:

- Whose Home Language Survey (HLS) indicated a language other than English on any or all of the three primary language questions (language most often spoken, routinely spoken in the home, and first language learned)

AND

- Who did not demonstrate English language proficiency when subsequently administered a WIDA or state screening tool and has yet to demonstrate English language proficiency via the annually- administered English Language Proficiency Assessment (ELPA).

Alternately, a student may be administered a WIDA or state screening tool at LEA discretion, regardless of HLS responses, if and when LEA staff observe an unmistakable linguistic barrier that limits the student’s access to classroom instruction. As in the case of a traditionally identified EL student, such a student would be considered an English Learner if unable to demonstrate proficiency when administered the grade-appropriate screening tool and would be expected to participate annually in the ACCESS assessment until meeting state English proficiency criteria.

Every Student Succeed Act (ESSA): Passed in 2015, ESSA is the current iteration of the federal Elementary and Secondary Education Act (ESEA), originally passed in 1965. The law governs the allocation of supplemental federal educational funding and related performance requirements for students served in pre-K through 12th grade.



Former English Learner (FEL): A student who has met state English language proficiency requirements and has been exited from EL services.

Good Cause Exemption: Oklahoma Reading Sufficiency Act (RSA) exemption that allows an EL student with less than two years of instruction in an English Learner program to be excused from third grade promotion criteria.

Gifted and Talented English Learner (GTEL): A student identified as an English Learner who is also identified as Gifted and Talented through either a category 1 or category 2 identification.

Home Language Survey (HLS): The federally-mandated language questionnaire meant to assist in identifying students who are potential or current English Learners. A new survey must be completed by the parent or guardian upon student enrollment in a new LEA or if returning to a former LEA after an absence of more than one year.

Immigrant: For funding and reporting purposes, the term refers to a student who is aged 3-21, was not born in any State, and has attended less than three full academic years (cumulative) of school in the United States.

Language Code: Four-digit code that indicates a student's current language status. An LEA must assign a language code to every student. Language code descriptions are available in the appendix of this document.

Language Instruction Education Program (LIEP): Comprehensive, LEA-level plan detailing the supplemental services and supports provided to English Learner students intended to ensure progress towards English language proficiency. An LEA must complete the LIEP component of their Consolidated Application for Federal Funds when serving one or more EL students.

Less Often: Term used to describe a Home Language Survey submitted with a language other than English reported for ONE of the three primary language questions (home language, dominant language, and first language learned).

Local Educational Agency (LEA): Often referred to as a "district," an LEA is a public board of education, or other public authority, legally constituted within a state for either administrative control or direction of public elementary and/or secondary schools in a city, county, township, or school district.

Long Term English Learner (LTEL): While the term is not specifically defined in federal or state statute, for federal reporting purposes the term applies to a student who has yet to demonstrate English language proficiency on either the WIDA ACCESS or Alternate ACCESS assessments five or more years after their initial identification as an English Learner.



Monitored Student (a.k.a. Monitor-Year Student): A Former English Learner (FEL) who is currently enrolled in any one of the four years of education following their demonstration of English language proficiency on the WIDA ACCESS assessment and subsequent exit from EL services and supports. First and second-year monitored students must be actively monitored to ensure ongoing academic success.

MODEL (Measure of Developing English Language): A suite of WIDA-developed English language proficiency assessments for grades K-12. The MODEL may be administered at any time during the school year, dependent on local needs, and MODEL scores may be used as a predictor of student performance on the ACCESS for ELLs assessment. While the MODEL may be used in place of the WIDA Screener to formally identify potential EL students, it may not be administered in place of the WIDA ACCESS or Alternate ACCESS assessments. Note that use of the MODEL is not required and that an LEA electing to implement the assessment must do so at local expense.

More Often: Term used to describe a Home Language Survey submitted with a language other than English reported for ANY TWO OR MORE of the three primary language questions (home language, dominant language, and first language learned).

Newcomer: General term for a foreign-born student who has recently arrived in the United States and enrolled in U.S. schools.

No Measurable Academic Response (NMAR): Performance criteria and subsequent status used to prevent a student from being inappropriately tested. A student qualifying for NMAR status must have a documented disability and possess none of the receptive or expressive language skills necessary to participate in any ACCESS for ELLs domain assessment.

Non-EL Bilingual: A student determined to be English language proficient through participation in the WIDA K Screener or Screener and (potentially) subsequent participation in the ACCESS or Alternate ACCESS assessments, but who meets the criteria necessary to generate Bilingual funding through the State Aid equalization formula.

Norm Referenced Test (NRT): A locally-administered test that measures a student's performance against the state and/or nationally-normed performance of their peers. Local administration of an NRT is not required and must be supported at local expense.

Oklahoma Alternate Assessment Program (OAAP): Component of the Oklahoma School testing Program (OSTP) designed to ensure that students with the most significant cognitive disabilities participate in ESSA- mandated state content area assessments.



Oklahoma School Testing Program (OSTP): Oklahoma’s ESSA-mandated, standards-based content area assessments administered in grades 3-8 and 11 for Mathematics and English Language Arts, grades 5, 8, and 11 for Science, and grade 11 for U.S. History.

Pre-K Screening Tool (PKST): A ten question, oral language screening tool developed by OSDE for the purpose of EL identification at the pre-K level. There is currently no WIDA-developed screening or summative assessment for pre-K students.

Reading Sufficiency Act (RSA): Oklahoma law mandating that a student meet specific reading requirements by the completion of third grade in order for promotion to the fourth grade.

Recently Arrived English Learner (RAEL): A student from a foreign country enrolling in a U.S. school for the first time.

Scale Score (WIDA ACCESS): Scores ranging from 100 to 600 that correlate with a student’s ACCESS Composite/Overall score and domain-specific sub-scores. A student’s ACCESS Composite/Overall scale score is used to calculate their growth target within the ELPA Indicator.

Screener: WIDA-developed initial assessment of English language proficiency administered to students in second-semester of 1st grade through 12th grade. The Composite/Overall score achieved on the initially administered Screener determines the EL status of the student.

Single Sign On: Web-based portal that houses the state-specific applications necessary for an LEA to submit and certify required reports, apply for federal funds, manage teacher certification, monitor site accountability measures, access student data, etc.

Student Information System (SIS): The LEA-level student data management system that reports student information to the Wave.

Wave: Oklahoma’s state-level student data management and reporting system.

WIDA: Organization that develops and supports the ESSA-mandated, standards-based English language proficiency assessments adopted by Oklahoma for all kindergarten through 12th grade EL students. Additionally, WIDA manages the WIDA Consortium, the member group of states, territories, and federal agencies dedicated to the design and implementation of high standards and equitable educational opportunities for English Learners.

WIDA AMS (WIDA Assessment Management System): Online platform allowing access to the administrative functions of the DRC INSIGHT Online



Learning System. All Screener and ACCESS online assessments are managed through the WIDA AMS system.

WIDA Screener for Kindergarten: WIDA-developed initial assessment of English language proficiency administered to students in kindergarten and the first semester of first grade. The Oral Composite/Overall score achieved on the initially administered Screener dictates the EL status of the student.

WIDA Secure Portal: WIDA-supported user portal containing professional learning modules, test administrator resources, and certification materials related to the WIDA suite of assessments.

I. Legal Obligations for Serving English Learners (ELs)

1. What are the laws related to serving English Learners?

In 1974, a unanimous Supreme Court decision in the case of [Lau v. Nichols](#) laid the groundwork in defining federal expectations for serving English Learners in public schools. The Court ruled that a lack of supplemental language instruction for students with limited English proficiency violated the Civil Rights Act of 1964 and mandated that students with language barriers be provided “appropriate relief” that would allow access to a meaningful education.

Later in 1974, passage of the Equal Educational Opportunities Act (EEOA) clearly prohibited discrimination against faculty, staff, and students and required LEAs to take action in overcoming barriers to equal participation in public education.

In 1981, the Fifth Circuit Court of Appeals case [Castañeda v. Pickard](#) defined the actions a public LEA must take to ensure that language programs designed for English Learners are sufficient in assisting students to overcome linguistic barriers that limit access to a meaningful education. In *Castañeda*, the Fifth Circuit established a three- part “test” for determining how local EL language education programs would be held responsible for meeting the requirements of the Equal Educational Opportunities Act of 1974 (EEOA):

- The program must be based on sound educational theory
- The program must be implemented effectively with resources for personnel, instructional materials, and space
- After a trial period, the program must be proven effective in overcoming language barriers

The *Castañeda* decision determined that an EL student’s access to content instruction and the language supports necessary to meaningfully participate in a public education is a civil right. As such, the U.S. Department of Justice Civil Rights Division and the U.S. Department of Education Office for Civil Rights provide



oversight of SEA and LEA- level activities and will take an enforcement role if state or local policies determine that such a course of action is necessary. To be clear, an LEA not providing the EL-specific services and supports necessary to ensure the academic success of an EL student would be violating the civil rights protections guaranteed under the EEOA and the fourteenth amendment to the U.S. Constitution.

In 1982, the Supreme Court of the United States rendered a decision in the case of [Plyler v. Doe](#) that struck down a Texas state statute denying funding for education to undocumented immigrant children. The court ruled that immigrant children could not be barred from enrollment in public schools based on their immigration status. The USDE Office of Civil Rights and the U.S. Department of Justice Civil Rights Division provided additional guidance regarding this decision in a [joint letter](#) released on May 8, 2014.

Finally, on January 7, 2015, the USDE Office of Civil Rights and U.S. Department of Justice Civil Rights Division released a [lengthy joint letter](#) clearly outlining all legal obligations to which states and LEAs must abide when serving English Learners in public schools. This letter is a valuable resource for LEAs seeking to learn more about their legal obligations in serving ELs.

Please note that providing an EL student with supplemental services and supports is not dependent upon an LEA receiving federal Title III funding. Regardless of a LEA’s Title III status, all services, supports, and assessment requirements detailed in this guidance document are legally required to be present unless otherwise indicated. These services must be supported with both state and local funds and found to meet all applicable compliance standards.

2. What are the legal requirements for LEAs in the identification and service of English Learner students?

An LEA has a legal obligation to:

- Have a completed (HLS), either in hard copy format or digitally accessible, for all students, regardless of EL status.
- Administer the PKST, K Screener, Screener or MODEL to any student responding with a language other than English on any one of the three primary home language survey questions (language most often spoken, routinely spoken in the home, and first language learned)
- Based on PKST, K Screener, Screener or MODEL assessment results, assign the student the appropriate language status in the local student information system (SIS).



- Complete or update annually an [English Language Academic Plan \(ELAP\)](#) for any identified EL student. The new or updated ELAP must be distributed annually to both the teacher(s) and the parent(s) or guardian(s) of an identified EL student.
- Have a formal Language Instruction Education Program (LIEP) in place at the site and LEA level. LIEP narratives describing an LEA's program are articulated in the LIEP template available on the [English Language Proficiency](#) website. The completed template is to be completed and uploaded in the Title I section of the LEA's Consolidated Application. An LEA's LIEP should be formally reviewed and updated on an annual basis.
- Ensure all English Learner students are correctly assigned EL status in the local SIS. Assigning EL status to a student automatically qualifies the student to receive supplemental Bilingual funding through the State Aid equalization formula. A student will continue to qualify as Bilingual for as long as they qualify as an English Learner.
- Provide any identified EL student the supplemental services and supports necessary to overcome existing language barriers. An EL student will be served as such until demonstrating proficiency in English, as measured by the WIDA ACCESS assessment. While EL services may take different forms, an LEA bears the legal obligation to implement a program based on sound educational theory (*Castaneda v. Pickard*) and to provide English Learners with any and all accommodations and language supports needed to ensure equal access to appropriate grade level content and curriculum and the equal opportunity to be academically successful. For additional information regarding the different types of EL programming an LEA may offer, please refer to Question #9 below, and/or consult the program descriptions listed on the student [English Language Academic Plan \(ELAP\)](#).
- Offer allowable and appropriate state testing accommodations to any EL student, and to any Former English Learner (FEL) student in the first two years of their four-year monitoring period, who meets the requirements for extended state testing accommodations. Allowable state testing accommodations for an EL or FEL student must be listed on the student's ELAP and may be reviewed in the current-year OSTP EL Accommodations Guidance Document available [here](#).
- Provide an EL student equal access to extracurricular activities and school-sponsored events.
- Make every reasonable effort to support effective communication with the parent(s) or guardian(s) of an EL student, in the language they best understand, with a focus on facilitating meaningful participation in their student's education.



3. Does USDE offer any guidance or resources to LEAs serving EL students?

The U.S. Department of Education (USDE) has developed both the [English Learner Tool Kit](#) and [Newcomer Tool Kit](#). These guidance documents detail LEA requirements in serving EL students and provide example resources designed to help LEAs ensure the use of best practices in meeting the learning needs of EL students.

Additionally, USDE supports the [English Learners Data Story website](#). This resource allows users to access information relating to the specific characteristics of English Learners in the U.S. public school system.

4. What is a Language Instruction Educational Program (LIEP)?

An LIEP, or Language Instruction Educational Program, is an LEA-level plan for supporting any student identified as an English Learner. In completing the plan, an LEA must identify their primary EL intervention and support strategy (or strategies) intended to address the learning needs of the EL student(s) it serves. **An LEA serving one or more English Learners must complete and submit an LIEP through the Title I section of the LEA Consolidated Application for federal funds.**

Oklahoma recognizes five general programs or models that may be used to address EL learning needs at the local level. The descriptions below provide a brief overview of each and their correlates for WIDA demographic reporting.

- **Transitional Bilingual:** Students are taught core content and language fluency in their native language for varying periods of the day with the remainder of time focused on English language acquisition. The goal of the program is to transition students to native English instruction within two to five years with no loss of content instruction. Classes may be self-contained or combined. (WIDA correlate: Mixed Bilingual / MBL)
- **Dual Language or Two-way Immersion:** Students are taught both content and language fluency in two languages with the goal of the program being fluency in those two languages. Programs can last the duration of a student's enrollment. (WIDA correlate: Either EL Bilingual / EBL or Mixed Bilingual / MBL depending on local program design)
- **English as a Second Language (ESL) or English Language Development (ELD):** Students are provided supplemental individual or small-group instruction outside the general education classroom (e.g., "pull-out" or ESL classes) with no native language support in either setting. Supplemental instruction can target both English language fluency and core content instruction. The goal of the program is to increase EL student success in mainstream, non-ESL



supported general education classes. (WIDA correlate: EL-specific English-only Instruction / EEO)

- **Content Classes with Integrated ESL Support:** Students are provided core content instruction with no native language support in mainstream classes utilizing integrated ESL strategies (e.g., teachers trained in EL methods and best practices, use of EL paraprofessionals, etc.). The goal of the program is to provide EL supports in the general education classroom at the level necessary to ensure EL student success. (WIDA correlate: Mixed Classes with English-Only Support / MEO or Mixed classes with Native Language Support / MNL depending on local program design)
- **Newcomer Programs:** Students new to U.S. schools are placed in classes that primarily emphasize English language acquisition. Instruction may be in English or can utilize a student's native language. The goal of the program is to move an EL student toward English language proficiency as quickly as possible. (WIDA correlate: EL- specific Transitional Instruction / ETI or EL-specific, English-only instruction/EEO)

Note that an LEA is not limited to any single strategy identified above. An LEA serving a larger, more diverse EL student population may implement multiple strategies and levels of intervention to address a wider range of student needs. An LEA may consider the [USDE LIEP guidance document](#) a helpful resource when designing or reviewing their local LIEP. For additional questions regarding LIEPs, please contact the Office of English Language Proficiency at (405) 522-5073, or inquire by email at oelp@sde.ok.gov.

5. What is an English Language Academic Plan (ELAP), and why does an EL student need one?

Every identified EL student must have a completed [ELAP](#) provided to their parent(s) or guardian(s) and accessible to the primary instructional personnel responsible for the student's education. An ELAP is a formal document designed to help an EL student receive the services and supports required to help them become academically successful and proficient in English. In essence, the ELAP is for English Learners what an IEP is for students with disabilities and should be treated with equal care, consideration, and security.

The ELAP documents an EL student's placement test information and/or proficiency test information, information on needed classroom accommodations and state testing accommodations, student language learning goals (selected from WIDA's Can Do Descriptors, Key Uses Edition, discussed in Question #6 below), and other relevant information. A student's ELAP should be accessible to each educator working with the student, and a copy should also be placed in the student's cumulative folder.



An ELAP must be updated annually to reflect the student’s current proficiency levels and subsequent domain- specific learning targets. While an LEA is welcome to add additional information to an ELAP, the final document must, at minimum, contain the information provided on the ELAP developed by OSDE. For any questions regarding the ELAP, please contact the Office of English Language Proficiency at (405) 522-5073.

A brief [webinar](#) detailing the ELAP process and related requirements is available for LEA reference.

6. How do I use WIDA’s Can Do Descriptors to create ELAP language goals?

WIDA has developed multiple tools to assist educators in interpreting placement and proficiency test scores and using those scores to guide instruction and lesson planning for English Learners. The Can Do Descriptors are one such tool, and they can be referenced on the [WIDA Can Do Descriptors Page](#).

In [WIDA](#)’s own words, “The K-12 Can Do Descriptors, Key Uses edition, highlights what language learners can do at various stages of language development as they meaningfully participate in the college and career readiness standards.” WIDA also notes that this edition of the Can Do Descriptors “is organized around four over-arching communicative purposes, called Key Uses: Recount, Explain, Argue, and Discuss.”

The Can Do Descriptors, Key Uses Edition, are charts grouped by grade level cluster. The charts are organized into the four domains of Listening, Speaking, Reading, and Writing, and by proficiency levels of 1 through 6. Teachers can use a student’s placement and/or proficiency scores in the four domains to determine what tasks a student at a given proficiency level might reasonably be able to complete when recounting, explaining, arguing, or discussing instructional content in English. Teachers may use these insights both to guide their lesson planning and to select language goals in each domain that are at or above the student’s current proficiency levels.

Teachers should strive to choose goals that will allow the student to reflect gains made after one complete school year of instruction. It is important to select individual goals for each domain, as students make progress in Listening, Speaking, Reading, and Writing at different rates. Teachers should also bear in mind these language goals when planning lessons for classes that will include English Learners.

Please note that teachers who are familiar with language acquisition may also create their own unique language goals for their EL students.

7. How often should a student’s ELAP goals change?

An EL student’s ELAP language goals may change as often as an LEA deems necessary, but they must be reviewed and updated at least once



annually. OSDE strongly recommends reviewing and potentially changing goals at least once per grading period for elementary students, and once per semester for secondary students.

8. What if my LEA does not have an EL teacher or EL classes?

An LEA's responsibilities to an EL student, required under state and federal statute, are detailed in Question #2 above. The lack of EL staff and/or EL-specific classes does not exempt an LEA from finding ways to meet the language and learning needs of an EL student, working to lower language barriers, and making content-area information accessible for every learner. There are many supports an LEA can offer to an EL student in the regular classroom. These include comprehensible input, visual aids, hands-on experiences, and other accommodations designed to help an EL student acquire English while simultaneously engaging in content area instruction. A more detailed discussion of EL-specific services, supports, and best practices is available in the [OSDE English Learner Guidebook](#).

Please note that, to the extent practicable, instruction for an EL student must address the same grade level standards as those offered to the student's non-EL peers, though the format, length, complexity, or goals of a lesson may be altered as necessary to allow for existing language barriers. **The goal of differentiating lessons for an EL student is to adjust the language level of the lesson or activity to ensure access to learning, not to dilute the instructional content.** That said, it is understood that an EL student, like any student, may sometimes have gaps in their content knowledge that must be remediated in order for the student to fully access instruction and demonstrate success.

9. What are the different types of EL programming recognized by Oklahoma?

Please refer to Question #4 above for a detailed description of EL student intervention and support models formally recognized by the state. Note that this is not an exhaustive list of all types of EL programming available or allowed but does encompass the research-based models most often utilized by LEAs in serving EL students.

10. Can foreign exchange students qualify as EL and/or Bilingual?

Foreign exchange students should be treated as any other potential EL or Bilingual student. If the Home Language Survey (HLS) submitted on behalf of the student reports a language other than English on any one or more of the three primary language questions (home language, dominant language, and first language learned), the student should be administered the WIDA Screener (or MODEL, at local discretion and if in use by the LEA). A foreign exchange student scoring below the 5.0



Composite/Overall level is considered an English Learner and should be served accordingly. A foreign exchange student scoring at or above the 5.0 Composite/Overall level is not considered EL, but the student may still qualify for Non-EL Bilingual status if meeting the criteria detailed in the [EL and Non-EL Bilingual Identification Process Guidance](#) document. Foreign exchange student HLS responses should be completed by the host family and be representative of the language(s) currently spoken in the host home.

Please note that due to the high degree in variability in how English proficiency is both defined and measured among various student exchange programs, OSDE does not consider English proficiency assessment scores provided by an exchange student placement program or agency to be relevant in the state EL identification process.

11. Can American Sign Language (ASL), or other forms of sign, qualify a student as EL and/or Bilingual?

ASL, or another form of sign language, may be used to qualify a student for Bilingual status but should not be used to identify a student as an EL.

Regarding EL status:

If a language other than English is submitted on the student HLS for any one or more of the three primary language questions (home language, dominant language, and first language learned) in addition to ASL or another form of sign language (e.g., ASL/Spanish/Spanish), the student should be assessed with the grade- appropriate EL screening assessment, and the LEA would follow state protocol for annually assessing an EL student until the demonstration of proficiency.

If ASL or another form of sign language is the only language other than English submitted on the HLS (e.g., ASL/English/English), the student is not to be assessed with the WIDA Screener.

Regarding Bilingual* status:

An LEA should adhere to the same Bilingual qualification process applicable to non-hearing-impaired students, but omitting the administration of the WIDA Screener. If a student's HLS reports ASL (or another form of sign) for one of the three primary language questions (home language, dominant language, and first language learned) (e.g., "ASL/English/English") the student would be considered "less often" and would qualify for Bilingual status if they have:

- A qualifying OSTP ELA score of Basic or Below Basic

OR



- A qualifying NRT score (with the same rule applying that a qualifying NRT score does not override a non-qualifying Proficient or Advanced OSTP ELA score).

Dependent on qualifying assessment scores, a student meeting the above criteria would be assigned either*

1633/Native English Speaker or 1634/Fluent English Proficient status.

If a student’s HLS reports ASL (or another form of sign) for two or more of the three primary language questions (home language, dominant language, and first language learned) (e.g., “ASL/ASL/ASL” or

“ASL/ASL/English”), the student may be considered “more often” for the purposes of Bilingual qualification and be assigned **1634/Fluent English Proficient** status.

Regarding formerly assessed/identified EL students:

If an LEA has previously identified a student as EL that would not have met the criteria detailed above necessary to justify administration of a state or WIDA screening tool, the LEA should change the status of the student to align with the process described above. **To reiterate, a student whose only language other than English is ASL (or another form of sign) should not be identified as an English Learner.**

Note that changing a student’s **2349/EL/Limited English Proficient** status to **1633/Native English Speaker** or **1634/Fluent English Proficient** may generate a conflict in the Accountability Reporting system. In such cases, please review Section III, Question #9 and refer questions or concerns regarding English Learner misidentification to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

**Please refer to Section III, Question #2 below for additional information regarding the Bilingual qualification process.*

12. How should an LEA interpret foreign transcripts in the awarding of credit?

In order to award course credit based on a foreign transcript, an LEA must adhere to the following requirements:

- The transcript must be translated into English. Translation may be completed by the LEA if local staff possess the appropriate mastery of the transcript language.
- An LEA may award credit based solely on course description and grade achieved by the student if they are confident the course content was similar in scope to a course taught in alignment with the Oklahoma Academic Standards.



That said, best practice would include student participation in a formal content-area assessment to gauge content knowledge prior to awarding course credit.

- An LEA may use a locally created content-area assessment, or a standardized norm-referenced test, to award course credit.

Note that OSDE is currently developing guidance that outlines additional best practices in the awarding of secondary course credit based on foreign transcripts.

13. What should be done if an EL student is believed to need special education services?

Students with language barriers, particularly newcomers to English, may sometimes present in ways that mimic special education needs. As this is the case, it is important to ensure that linguistically appropriate and culturally sensitive processes are used in determining whether an English Learner would also qualify for a special education determination. In the event that an LEA has questions regarding an EL student that may qualify for special education services, please contact the OSDE's Special Education Services department at

(405) 521-3351. OSDE Special Education staff can provide additional information regarding nondiscriminatory assessments and practices most appropriate for use with EL students.

II. Title III, Part A

1. What is Title III, and does my LEA qualify to receive a grant?

The state Title III grant is a federal pass-through grant authorized and funded through Title III of the Elementary and Secondary Education Act (ESEA), as reauthorized in 2016 as the Every Student Succeeds Act (ESSA). The grant is awarded annually to OSDE, who in turn allocates funds to qualifying LEAs for the purposes of targeted, supplemental language services and supports for limited English proficient and immigrant students. A state administering Title III grant funds is required to demonstrate that students are assessed for content knowledge relating to state content and achievement standards in mathematics, reading or language arts, and science and that English Learners are progressing in their growth towards English language proficiency.

Title III, Part A- English Learner subrecipient grants are formula-based and distributed on a statewide, per- student allocation that requires a \$10,000 minimum award at the LEA level. Given the nature of the grant formula, the number of EL students necessary to generate the minimum award will fluctuate from year to year. That said, an LEA will generally receive an annual, stand-alone Title III, Part A English Learner grant when consistently serving 125 or more EL students, year-over-year. **An LEA qualifying for a Title III, Part A English Learner grant will be**



automatically awarded the allocation on a formula basis through their Consolidated Application for federal funds; no stand-alone grant application is required.

Title III, Part A also includes provisions allowing OSDE to allocate subrecipient grants based on current-year new enrollments of immigrant students. A Title III, Part A- Immigrant grant may be awarded when an LEA experiences a significant increase in current-year immigrant student enrollment relative to their new immigrant enrollment average of the preceding two years. LEAs demonstrating the highest relative growth of newly enrolled immigrant students may be automatically awarded a Title III- Immigrant allocation through their Consolidated Application for federal funds. Like the Title III Part A- English Learner grants described above, these funds are awarded on a formula basis; no stand-alone grant application is required.

For additional information regarding Title III, Part A funds, please contact the OSDE Office of English Language Proficiency at (405) 522-5073.

2. What is a Title III consortium?

In order to qualify for a Title III, Part A- English Learner grant, an LEA must serve an EL population large enough to meet the minimum \$10,000 award threshold. However, an LEA not meeting the minimum EL enrollment threshold necessary to qualify for a stand-alone Title III award may join with other LEAs to create a Title III consortium. A Title III consortium pools the total number of EL students enrolled across member LEAs to meet the minimum allocation amount. A consortium meeting the annual enrollment threshold will be awarded a Title III, Part A- English Learner grant as a group. Note that one LEA in each Title III consortium must serve as the Lead Fiscal Agent, completing and submitting any required documentation and managing the distribution of Title III funding to other member LEAs.

For additional information regarding the formation of a Title III consortium, please contact the OSDE Office of English Language Proficiency at (405) 522-5073.

3. Can a private school participate in Title III?

Yes. A private school located within the boundaries of an LEA receiving a Title III English Learner and/or Immigrant allocation may elect to participate in Title III-supported supplemental services and supports. To do so, the private school must indicate a desire to participate when completing their annual Nonpublic Equitable Services packet (a current version of which is available [here](#)) and must both identify students as English Learners and proficiency test those students annually using the appropriate WIDA assessments. The LEA District Test Coordinator (DTC) may contact the state WIDA coordinator for additional guidance in organizing and administering WIDA assessments in private schools. The state will assist in assuring private school



personnel have appropriate WIDA AMS access and an overall understanding of the WIDA assessment process.

Please contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelep@sde.ok.gov for additional assistance.

4. Where can I find more information about Title III?

Please refer to the [Title III tab](#) of the Office of English Language Proficiency website or contact the Office of English Language Proficiency at (405) 522- 5073 for additional information relating to Title III funds.

III. Home Language Surveys and Bilingual Status v. English Learner Status: Definitions and Guidance

1. What is the difference between Bilingual status and English Learner (EL) status?

Bilingual: Within the context of state policy and related guidance, the term Bilingual is defined by statute and not by common understanding and usage. A student assigned Bilingual status means only that the LEA serving the student will receive an additional 25% “weight” of the student’s base allocation as appropriated through the State Aid equalization formula. In this usage, the term does not require or imply that a student be fluent in two or more languages.

English Learner: The term English Learner (EL) is assigned to a student identified as such through the state’s federally-mandated EL identification process. In Oklahoma, this process requires that a student be administered the appropriate state or WIDA EL screening assessment if a language other than English is submitted on the student’s Home Language Survey for any one or more of the three primary language questions (home language, dominant language, and first language learned). Alternately, a student may be identified as an EL if LEA staff observe obvious signs of limited English proficiency in the course of instruction and the LEA elects to assess the student with an appropriate WIDA assessment (see Question #9 below). A student identified as an EL must participate annually in the WIDA ACCESS assessment until demonstrating English language proficiency.

It is important to note that not every student qualified to receive supplemental Bilingual funds is EL, though every student who qualifies as EL will also qualify to receive supplemental Bilingual funding. In other words, all ELs are Bilingual, but not all Bilinguals are EL.



2. When does a student qualify as “Bilingual?”

Per the definition provided in Question #1 of this section, “Bilingual” means only that the student is assigned a language code that will prompt their inclusion in the State Aid Bilingual count and subsequent allocation of Bilingual funds. The following six codes will indicate that a student is Bilingual:

- 2349/EL/Limited English Proficient
- 1637/LEP/ELL Declined LEA EL Services
- 1634/Fluent English Proficient
- 1636/Re-designated as Fluent English Proficient: Other Code 01
- 1636/Re-designated as Fluent English Proficient: Other Code 02
- 1636/Re-designated as Fluent English Proficient: Other Code 05

Codes **2349/EL/Limited English Proficient** and **1637/LEP/ELL Declined LEA EL Services** indicate the student has been formally identified as an English Learner per the state approved EL identification process and will participate annually in the ACCESS assessment until able to demonstrate English language proficiency.

Code **1634/Fluent English Proficient** indicates that the student HLS qualifies as either “more often” or “less often” (refer to Questions #4 and #5 in this section) and that the student demonstrated initial English language proficiency when administered the grade-appropriate EL screening assessment.

Code **1636/Re-designated as Fluent English Proficient** indicates that the student HLS qualifies as either “more often” or “less often” (refer to Questions #4 and #5 in this section), the student did not demonstrate initial English language proficiency when administered the grade-appropriate EL screening assessment, and subsequently demonstrated English language proficiency when administered the WIDA ACCESS or Alternate ACCESS assessment after one or more years of formal EL identification. For additional guidance related to 1636 “other” codes, please refer to Section 4, Question #3.

Note that the term “Bilingual” may refer to both EL and non-EL students. As this is the case, the state uses the term “EL” when referring to any student assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** and the term “Non-EL Bilingual” when referring to any student assigned **1634/Fluent English Proficient** or **1636/Re-designated as Fluent English Proficient** (with a qualifying “other” code).



Please refer to the [EL and Non-EL Bilingual Identification Process Guidance](#) document for a comprehensive review of the policy and processes surrounding EL and Non-EL Bilingual identification.

3. How does EL status relate to Bilingual status?

Bilingual status and EL status are separate from one another (see Question #1 in this section). A student qualifying as EL will always qualify to receive supplemental Bilingual funding, but a non-EL or Former English Learner (FEL) student may or may not qualify to receive supplemental Bilingual funding.

A student meeting Non-EL Bilingual criteria through either **1634/Fluent English Proficient** or **1636/Re-designated as Fluent English Proficient** status will qualify as Bilingual if their current HLS responses are considered “more often,” whereas a student with “less often” HLS responses may qualify as only Bilingual if they meet certain supplemental criteria (see Questions #4 and #5 below).

4. What is “more often” Bilingual status?

A student reporting a language other than English for any **two or more** of the three primary language questions (home language, dominant language, and first language learned) on their current HLS is considered to be influenced by a language other than English “more often.” A “more often” student does not require a supplemental qualifying assessment score to be considered Non-EL Bilingual, regardless of whether they meet Non-EL Bilingual criteria through **1634/Fluent English Proficient** or **1636/Re-designated as Fluent English Proficient** status.

Note that any student assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status automatically qualifies as Bilingual, even if all-English responses are submitted on an HLS after formal EL identification.

5. What is “less often” Bilingual status?

A student reporting a language other than English on **one of the three** primary language questions (home language, dominant language, and first language learned) on their current HLS is considered to be influenced by a language other than English “less often.” A “less often” student will only qualify for Non-EL Bilingual status if they demonstrated English language proficiency upon initial administration of the WIDA K Screener, Screener or MODEL, or subsequently demonstrated proficiency on the ACCESS assessment **AND**:

- The student’s previous year state OSTP ELA test score was Basic or Below Basic, or their CCRA (ACT or SAT) Reading/English subtest score was at or below the 35th percentile.



OR (if no previous year OSTP ELA or CCRA score is available):

- The student has a recent, qualifying ELA/Reading score as measured by an approved, locally administered norm-referenced test (NRT). Note that qualifying NRT scores must be the most recently available and may not be used if generated from an assessment administered prior to spring of the previous school year.

Current approved authorized assessments are detailed on the [Approved “Less Often” Norm-Referenced Tests](#) guidance document. Note that students who are “less often” may not qualify as Non-EL Bilingual if their previous year OSTP ELA test score was Proficient or Advanced or their previous year CCRA (ACT or SAT) Reading/English subtest score was above the 35th percentile. Qualifying NRT scores are only allowable in situations where a previous year OSTP or CCRA score is unavailable. Please refer to the [EL and Non-EL Bilingual Identification Process Guidance](#) document for additional information regarding qualifying NRT scores.

Note that any student identified as an EL automatically qualifies as Bilingual, even if “all-English” HLS responses are submitted on behalf of the student after they have been identified as an English Learner.

6. What if a student has a hyphenated Home Language Survey (HLS) response on one or more of the language responses?

While it is strongly suggested that parents respond to the Home Language Survey with one language listed for each of the three language questions, this does not always occur, particularly in instances when a paper copy of the Home Language Survey is completed. OELP encourages districts to utilize the [PDF version of the Home Language Survey](#) to ensure hyphenated languages do not arise. However, if a parent lists a hyphenated language response, best practice would be to contact parents to gather further information. The LEA should also review the student’s history in the Accountability Reporting application to determine if the student has already been assigned EL status.

If the student has no previous EL identification or assessment history, then, based on information ascertained from parents, it is at district discretion whether to assess the student for English language proficiency using the appropriate screener.

7. Where can I find additional information regarding the HLS, EL identification, and the Bilingual verification process?

For additional information and reference flow charts outlining the identification of EL students and the associated coding for EL and Bilingual students, please consult the [EL and Non-EL Bilingual Identification Process Guidance](#) document.



Additionally, the following [webinar](#) outlines the role of the HLS and subsequent Non-EL Bilingual identification process.

8. What should an LEA do when HLS responses change?

OSDE recommends that any time there is a change in HLS responses that LEA staff discuss with the family the reason for the change. The intent of the parent(s) or guardian(s) in changing HLS responses, as well as the EL status of the student, dictate specific course of action an LEA should pursue.

In situations where the parent(s) or guardian(s) wishes to waive EL-specific supplemental services and supports:

If the parent(s) or guardian(s) changes HLS responses because they do not wish for their student to receive EL services, LEA staff should convey that while EL-specific supplemental services and supports for their student may be waived, the student's EL designation and participation in annual English language proficiency testing (i.e., the WIDA ACCESS for ELLs assessment) will continue until the student demonstrates English language proficiency. If the parent(s) or guardian(s) still wishes to waive supplemental services for their student, staff should:

- Review with them the completed student ELAP, explain the specific services and supports that will be waived and request the parent or guardian sign the document in the appropriate section on the final page. A copy of the signed ELAP must be placed in the student's cumulative folder and EL folder (if utilized by the LEA).
- Assign the student **1637/LEP/ELL Declined LEA EL Services** status in the local student information system.
- Note that the continuation of 1637 status in subsequent years requires that the parent(s) or guardian(s) annually waive supplemental services and supports by completing Step #1 above.
- Ensure annual participation in the WIDA ACCESS assessment until such time as the student demonstrates English language proficiency.

In situations where the parent(s) or guardian(s) change HLS responses and indicate that the household is now English only:

If the student is an identified English Learner:

In the event that the student is an EL and has current qualifying WIDA placement and/or proficiency test scores, the scores qualifying the student as an English Learner override the updated HLS responses. A copy of the student's most current qualifying placement or proficiency test score report should be attached to the back of the new HLS in addition to the former HLS indicating a language other



than English. The local student information system should then be updated with the most recently submitted HLS information. **Please note that a Wave Data Validation “error” will be generated whenever an English Learner student (a student assigned 2349/EL/Limited English Proficient or 1637/LEP/ELL Declined LEA EL Services status) is combined with “English-only” HLS responses. This error is considered a flag to prompt users to verify student coding is correct; its presence will not inhibit the transfer of data between the local student information system and the Wave or any certification of Wave reporting. There is currently no process available to address or clear this error in the Wave.**

If the student is Non-EL Bilingual:

If the student has been assigned Non-EL Bilingual status through either an initial demonstration of English Language proficiency (**1634/Fluent English Speaker**) or by demonstrating English language proficiency through the ACCESS assessment (**1636/Re-designated as Fluent English Proficient**), the LEA may take the previous HLS (from 2016-2017 or later) that indicates a language other than English and attach it to the current English-only HLS. The prior HLS may be used for continued Non-EL Bilingual qualification for up to three years beyond the school year in which it was initially submitted. If once that three year period elapses and the family or guardian is still indicating that the household is English-only, the student can no longer be qualified as Non-EL Bilingual. Please note that guidance applying to “more often” and “less often” Bilingual qualification also applies in this situation (see Questions #4 and #5 above).

In situations where the parent(s) or guardian(s) change HLS responses and indicate that the household is now multilingual:

If HLS responses change from English-only to indicating a language other than English, OSDE recommends that the LEA discuss with the parent(s) or guardian(s) the circumstances that led to a language other than English now being present in the home. It is important to determine to what extent, if any, the student is influenced by a language other than English. While it remains at the discretion of the parent(s) or guardian(s) to complete the HLS as they see fit, certain scenarios should encourage LEA staff to advise that the HLS not be changed from “all-English” to one indicating a language other than English. Some such scenarios include, but may not be limited to, the following:

- The family is native English speaking, but the family or guardian is teaching their native English speaking child another language or the native English speaking child is learning a new language at school.
- The child is a foster child who has been temporarily placed with guardians who speak another language in addition to English.
- The family has an individual move into the home who speaks a language other than English, but the child is native English speaking, is not learning



another language, nor is the child regularly communicated with in a language other than English.

- The child was adopted prior to his or her 3rd birthday, is not in an environment where a language other than English is being used, and has a demonstrated record of classroom success at or above the level of their peers.

In the event that one of the four situations detailed above is found to be the reason that the HLS indicated a language other than English, and the student's parent(s) or guardian(s) declines to revert to the original "all- English" HLS responses, the LEA should inform them of the following:

- The student will be placement tested with the appropriate state or WIDA screening assessment to determine if the student qualifies for English Learner status and the accompanying supplemental services and supports.
- If the student is unable to demonstrate English language proficiency, they will be designated as an English Learner and coded, served, and assessed annually in accordance with state and federal law and the LEA's LIEP.
- In the case that the student is identified as an EL, the parent(s) or guardian(s) may opt to waive student participation in EL-specific services and supports, but the student will retain their EL status and will participate in annual English language proficiency assessment until meeting the appropriate exit criteria and determined to be English language proficient.

Please refer questions or concerns regarding changes to HLS responses to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

9. What should be done when a student has been misidentified as an English Learner?

The LEA course of action will vary depending on the circumstances surrounding the identification.

If the incorrect identification meets the following three criteria:

- a. The student was first assigned EL status (2349/EL/Limited English Proficient or 1637/LEP/ELL Declined LEA EL Services) within the current school year.
- b. The student has no previous EL identification and/or WIDA Screener Online or ACCESS assessment record.



- c. The EL identification was made locally with a paper assessment tool (PKST, Screener for Kindergarten, Screener Paper, or MODEL).

OR

The EL identification was a clerical error and the student was not administered a state or WIDA EL screening assessment.

The LEA should draft a narrative on LEA letterhead that contains the following items, as appropriate and pertinent to the unique circumstances of the misidentification:

- A parent or guardian attestation that the student is a native English speaker.
- A brief explanation as to why the incorrect language code (1637 or 2349) was assigned in the local student information system.
- A brief explanation as to why the HLS was filled out indicating a language other than English.
- Why the scenario that led to a language other than English being recorded on the HLS was a temporary situation and/or was otherwise inappropriate for use in accurately identifying potential English Learners for placement testing.
- What the LEA team feels led to the student's identification (e.g., the student is a native English speaker, but is a low-level reader).
- Why the student is being removed from EL status and the date on which they are being exited from associated services and supports.
- What literacy and/or linguistic supports the LEA will offer or already offers the student to address those disparities that led to the student's identification as an English Learner.

When completed, this narrative must be signed and dated by appropriate LEA staff and the parent(s) or guardian(s) of the student (if appropriate). Any pertinent documentation the LEA may have (e.g., a former "English-only" HLS, local assessment results documenting low-level literacy, etc.) should then be attached, and the final document placed in the student's cumulative file. The student should then be assigned **1634/Fluent English Speaker** status in the LEA's student information system (SIS).

If the error in EL identification meets the three criteria above but occurred during an enrollment at a previous LEA, the current LEA is asked to please reach out to OELP staff for additional assistance at (405) 522-5073 or by email at oelp@sde.ok.gov.

If the EL misidentification occurred within a previous school year:

Please refer to the process outlined in the [English Learner Misidentification Appeals Process guidance document](#) to verify eligibility for appeal. Please



refer any additional questions or concerns regarding English Learner misidentification to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

10. What should be done if all-English responses are submitted on the student HLS but a language barrier becomes evident during instruction?

It is important to note that HLS responses do not determine EL status; they only act as a flag for who should participate in EL screening. A student may be administered a WIDA or state screening tool at LEA discretion, regardless of HLS responses, if and when LEA staff observe an unmistakable linguistic barrier that limits the student's access to classroom instruction. As in the case of a traditionally identified EL student, such a student would be considered an English Learner if unable to demonstrate proficiency when screened and would be expected to participate annually in the ACCESS assessment until meeting state English proficiency criteria.

11. Can a student with all-English HLS responses or a former EL be reidentified as an English Learner?

It is possible for a student with an all-English Home Language Survey (HLS) or a former English Learner to struggle in a mainstream classroom due to a noticeable language barrier. In such instances, best practice dictates that educators analyze existing student assessment data, have documented conversations with students and parents regarding language proficiency, and implement and document various forms of classroom interventions from [Oklahoma Tiered Intervention System of Supports](#), including results of those interventions. Based on the outcomes of these practices, it may be necessary at district discretion to recommend a student for English language proficiency screening regardless of all-English HLS responses, proficient scores on the WIDA ACCESS or Screener, or ELP Band Committee Exit Request. The [EL All-English Identification or Reidentification Form](#) should be consulted to verify that a student meets criteria to be identified or reidentified as an English Learner, and if so, the form should be completed and kept in the student's cumulative folder and attached to the student's HLS.

12. Are former versions of the HLS still considered valid for the purposes of Bilingual funding?

The baseline year for a valid student Home Language Survey is 2016-2017*. A survey completed before the 2016-2017 year is not considered valid and must be updated with a new HLS as soon as possible. A survey completed for the 2016-2017 academic year or beyond is considered valid for the duration of a student's continuous enrollment in the LEA to which the survey was submitted.



For the 2021-2022 year, the HLS was updated and re-formatted to better consistency in the Bilingual Audit process and the provision of an applicable WIDA assessment score in the determination of Non-EL Bilingual status.

** Please note that a 2015-2016 version of the survey may be considered valid if the following criteria are met:*

- *The survey was completed in the 2015-2016 school year for 2016-2017 school year enrollment purposes.*
- *The student associated with the 2015-2016 survey has remained enrolled in the same LEA to which the HLS was submitted.*
- *The student associated with the 2015-2016 survey has not had a lapse in enrollment greater than one academic year since the survey was submitted.*

IV. Wave Coding for English Learners and Bilingual Students

1. Where do I find EL-specific Wave codes in our local student information system (SIS)?

Wave codes specific to EL and/or Bilingual students (e.g., 1633, 1634, 1636, 1637, 2349) may or may not be readily apparent in a local SIS. Although they may not be clearly indicated, all state-approved student information systems have the ability to assign a student one of these codes. If questions arise as to which SIS functions equate to specific Wave codes, the LEA is encouraged to contact their SIS vendor for technical assistance prior to contacting OSDE for assistance.

2. Under what Wave code should an English Learner appear?

A properly coded English Learner should report in the Wave as **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** (see Question #6 below). As noted in Question #1 above, an LEA should consult with their student information system (SIS) vendor technical support to ensure full understanding in how the local SIS assigns specific codes to individual students.

3. Under what Wave code should Former English Learners (FELs) appear?

A Former English learner (FEL) is any student who has met state English language proficiency requirements, as measured by the WIDA ACCESS assessment, and exited EL status. A FEL student should appear as **1636/Re-designated as Fluent English Proficient** in the local student information system (SIS). The Wave will also require a two-digit “other” code for any student identified as FEL and assigned



the 1636 coding. There are six possible codes (01, 02, 03, 04, 05, and 06), and their descriptions are as follows:

Other Code 01: Former EL, First Year Proficient and Non-EL Bilingual

This code applied to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the prior school year,
- Is considered a first-year monitored student,
- Qualifies as Non-EL Bilingual for the purposes of State Aid (see qualifications below).

Other Code 02: Former EL, Second Year Proficient and Non-EL Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the school year two years prior to the current school year,
- Is considered a second-year monitored student,
- Qualifies as Non-EL Bilingual for the purposes of State Aid (see qualifications below).

Other Code 05: Former EL, Three or More Years Proficient and Non-EL Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the school year three or more years prior to the current school year,
- Is considered a three or more-year monitored student,
- Qualifies as Non-EL Bilingual for the purposes of State Aid (see qualifications below).

For Other codes 01, 02, and 05, a student will qualify as Non-EL Bilingual if:

The student is considered “more often” by reporting a language other than English for any two or more of the three primary language questions (home, dominant, and first language learned) on the HLS most recently submitted to the LEA in which they are currently enrolled.

OR



The student is considered “less often” when reporting a language other than English for any one of the three primary language questions (home, dominant, and first language learned) on their most recently submitted HLS and:

- The student’s previous year OSTP ELA test score was Basic or Below Basic or their previous year CCRA (ACT or SAT) Reading/English subtest score was at or below the 35th percentile.

OR, if no previous year OSTP ELA or CCRA score is available:

- The student has a qualifying score on an approved, locally administered norm-referenced test (NRT). Refer to Section III, Question #5 above for additional information regarding “less often” status and assessments currently approved for Bilingual qualification.

Other code 03: Former EL, First Year Proficient and Not Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the prior school year
- Is considered a first-year monitored student
- Does not qualify as Bilingual for the purposes of State Aid (see qualifications below)

Other code 04: Former EL, Second Year Proficient and Not Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the school year two-years prior to the current school year
- Is considered a second-year monitored student
- Does not qualify as Bilingual for the purposes of State Aid (see qualifications below)

Other code 06: Former EL, Three or More Years Proficient and Not Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the school year three or more years prior to the current school year
- Is considered a three or more-year monitored student



- Does not qualify as Bilingual for the purposes of State Aid (see qualifications below)

For Other codes 03, 04, and 06, a student will not qualify as Bilingual if:

The student is considered “less often” by reporting a language other than English for any one of the three primary language questions (home, dominant, and first language learned) on their most recently submitted HLS and:

- The student’s previous year state OSTP ELA test score was Proficient or Advanced or their previous year CCRA (ACT or SAT) Reading/English subtest score was above the 35th percentile

OR, if no previous year OSTP ELA or CCRA score is available:

- The student does not have a qualifying score on an approved, locally administered norm-referenced test (NRT). Refer to Section III, Question #5 above for additional information regarding “less often” status and approved assessments.

Please note that the Non-EL Bilingual qualification of a FEL student meeting “less often” criteria may change from one year to the next, dependent upon performance on OSTP, CCRA, and/or locally administered approved NRT assessments.

4. Under which WAVE language codes should a Non-EL Bilingual student appear?

Four language codes indicate that a student has been assigned Non-EL Bilingual status:

1634/Fluent English Speaker

1636/Re-designated as Fluent English Proficient: Other Code 01

1636/Re-designated as Fluent English Proficient: Other Code 02

1636/Re-designated as Fluent English Proficient: Other Code 05

A “more often” student meeting the following criteria should be assigned **1634/Fluent English Speaker** status:

- Reported a language other than English for any two or more of the three primary language questions (home, dominant, and first language learned) on the HLS most recently submitted to the LEA in which they are currently enrolled.
- Demonstrated proficiency when initially assessed with the WIDA K Screener or Screener.



- Is not and has never been identified as an English Learner (i.e., has never been assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status).

A “less often” student meeting the following criteria should be assigned **1634/Fluent English Speaker** status:

- Reported a language other than English for any one of the three primary language questions (home, dominant, and first language learned) on the HLS most recently submitted to the LEA in which they are currently enrolled.
- Demonstrated proficiency when initially assessed with the WIDA K Screener or Screener.
- Has a qualifying assessment score:
 - The student’s prior year OSTP ELA test score was Basic or Below Basic or their previous year CCRA (ACT or SAT) Reading/English subtest score was at or below the 35th percentile.

OR, if no previous year OSTP ELA or CCRA score is available:

 - Has a qualifying score on an approved, locally administered norm-referenced test (NRT) administered no earlier than spring semester of the previous school year. Refer to Section III, Question #5 above for additional information regarding “less often” status and assessments currently approved for Non-EL Bilingual qualification.

Please refer to Question #3 in this section to review the conditions necessary to assign a student **1636/Re- designated as Fluent English Proficient** status with an “other” code indicating Non-EL Bilingual qualification.

5. Are there situations where a student’s HLS responses include a language other than English, but the student does not qualify as EL or Non-EL Bilingual?

Yes. A “less often” student meeting the following criteria should be assigned **1633/Native English Speaker** status:

- Reported a language other than English for any one of the three primary language questions (home, dominant, and first language learned) on the HLS most recently submitted to the LEA in which they are currently enrolled.
- Demonstrated proficiency when initially assessed with the WIDA K Screener or Screener.



- Achieved a prior year OSTP ELA assessment score of Proficient or Advanced or prior year CCRA (ACT or SAT) Reading/English subtest score was above the 35th percentile

OR, if no previous year OSTP ELA or CCRA score is available:

- Achieved a score above the 35th percentile from a qualifying norm-referenced test (NRT) administered no earlier than spring semester of the previous school year. Refer to Section III, Question #5 above for additional information regarding “less often” status and assessments currently approved for Non-EL Bilingual qualification.

Note that a “less often” student who demonstrates initial English language proficiency when administered the WIDA K Screener or Screener may move between **1633/Native English Speaker** and **1634/Fluent English Speaker** status from one school year to the next based on current qualifying assessment scores.

6. Are students coded differently in the Wave if their parents or guardians have declined EL services?

Yes. A student identified as EL but whose parents or guardians have declined services should be assigned **1637/LEP/ELL Declined LEA EL Services** in the local student information system. An LEA must verify the following two points prior to assigning an EL student 1637 status:

- The student has been placement tested with the appropriate WIDA assessment and found to qualify for EL services.
- The student’s parent(s) or guardian(s) has waived supplemental EL services and supports by signing a complete and updated ELAP.

Note that parents or guardians may only opt their student out of EL-specific supplemental services and supports and not EL status itself. The student is still considered to be an English Learner and is expected to participate annually in the WIDA ACCESS assessment until able to demonstrate English language proficiency.

7. Is there a WAVE code for the LIEP intervention strategy EL students participate in?

Yes. Beginning with the 2022-2023 school year, students will also be assigned a WAVE code for the type of LIEP program they have been assigned to:

IS1 – Transitional Bilingual.

IS2 – Dual Language or Two-way Immersion.

IS3 – English as a Second Language (ESL) or English Language Development (ELD).



V. WIDA and WIDA AMS Accounts

1. How do I obtain a WIDA account and WIDA AMS account?

An LEA administering one or more WIDA assessments must designate a WIDA District Testing Coordinator (DTC). This position is empowered to create WIDA and WIDA AMS accounts for any LEA staff involved in the administration of WIDA assessments. The WIDA DTC may also assign and manage the necessary permissions for local accounts.

In the event that the local DTC is not available and you are in immediate need of a WIDA and/or WIDA AMS login, or if you have been assigned the role of WIDA DTC and are in need of initial account creation, please contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelep@sde.ok.gov.

2. Who needs a WIDA and WIDA AMS account?

WIDA LEA Testing Coordinators, Site-level WIDA Testing Coordinators, and WIDA Test Administrators all require WIDA and WIDA AMS accounts. Generally speaking, an LEA should choose one individual to serve as WIDA DTC, while other local staff should be designated as Site-level Testing Coordinators and Test Administrators.

WIDA accounts have two levels of permissions, “LEA Testing Coordinators” (a.k.a. the “DTC”) and “All Other Roles.” DTCs have the highest level of locally available permissions, where “All Other Roles” may be granted access to, or excluded from, available trainings and levels of access at the discretion of the local DTC. The DTC may use their WIDA Secure Portal account to complete their own test trainings and certifications as well as to monitor and document the test trainings and certifications of LEA staff. All WIDA account holders may use their Secure Portal to access test trainings, complete necessary testing certifications, and download and/or

print resource documents such as the LEA and School Testing Coordinator Manual, Test Administrator Manual, and WIDA AMS User Guide.

WIDA AMS accounts have four distinct roles:

LEA Testing Coordinator: Role includes full access to the student and testing information for all LEA sites, responsibility for ordering all necessary WIDA testing materials for the LEA, and the management and assigning of permissions for all LEA AMS users.



LEA Technology Coordinator: Role includes full access to all sites within the LEA and the responsibility for ensuring the local network and available hardware is sufficient to administer the WIDA Screener Online and ACCESS for ELLs Online assessments.

School Testing Coordinator: Role includes access to both view and manage all assessment related functions at a specific site.

Test Administrator: Role includes access necessary to administer WIDA assessments at a specific site.

The number of EL students expected to participate in WIDA assessment and the number of staff tasked with managing and administering those assessments generally dictate how the roles and permissions noted above are allocated within an LEA. For additional assistance with WIDA and WIDA AMS account creation, please contact the Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

3. How can I transfer my WIDA account if I move to a new LEA?

A current user may transfer their WIDA account, along with the records of their past assessment trainings and certifications, by first logging into their My Account and Secure Portal page using their past LEA email address and then editing their account information to reflect their new LEA email address in the grey **My Account Info** box or [contacting WIDA directly](#).

4. How can I transfer my WIDA AMS account if I move to a new LEA?

As an existing WIDA AMS account does not allow for information to be edited once created, users are unable to transfer an account from one LEA to another. If a current account holder has moved to a new LEA, their

prior LEA's DTC will need to inactivate their WIDA AMS account. The DTC in the new LEA may create a new account at their discretion.

If a user will be assuming DTC responsibilities in the new LEA and the prior DTC is no longer available, please contact the Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

5. Where can I find Oklahoma's state-specific WIDA testing information?

To find the most up-to-date information on Oklahoma's state-specific WIDA testing policies and procedures, please visit the [Oklahoma member page](#) on the [WIDA website](#).



6. Where can I find Oklahoma’s state-specific WIDA webinars?

Every year, the Office of English Language Proficiency supports a limited number of live WIDA webinars hosted by WIDA Professional Development Specialists. These webinars are recorded and made available thereafter, along with any accompanying supporting documentation, on WIDA’s Download Library. Oklahoma’s state-specific webinars may be accessed in a user’s Secure Portal listed under the **State/LEA Webinars** menu in the Download Library.

7. What is Oklahoma’s history with WIDA and ACCESS English language proficiency scores?

2006-2007: Oklahoma adopts the WIDA ACCESS assessment as the state’s standardized English Language Proficiency Assessment (ELPA) and establishes a 4.8 Composite/Overall score as the indicator of English language proficiency.

2010-2011: The state elects to change English language proficiency criteria from the previous 4.8 Composite/Overall to a combined proficiency score requirement of 4.5 Literacy and 5.0 Composite/Overall.

2016-2017: WIDA implements a “re-standardized” ACCESS assessment, and the consortium at-large experiences a decrease in the overall number of students able to meet state-level proficiency targets.

2017-2018: The state returns to a 4.8 Composite/Overall score required to demonstrate English language proficiency and implements the ELP Band Exit Process.

VI. Placement Testing to Establish English Learner Status

1. Who should be placement tested for EL status/services?

Any student responding with a language other than English to any of the three primary HLS language questions (dominant, home, and first language learned by the student) is considered a potential EL student and should be placement tested for English language proficiency with the appropriate state-approved screening assessment.

2. What is the timeframe for assessing potential EL students?

A potential EL student enrolled within the first thirty calendar days from the start date of school must be placement tested within those first thirty calendar days. A potential EL student enrolling after the first thirty calendar days of school must be placement tested within fourteen calendar days of their enrollment.



3. Who can administer WIDA placement assessments (e.g., K Screener, Screener)?

A WIDA placement assessment may be administered by any local staff who 1) successfully complete the WIDA training modules associated with the assessment they will conduct and 2) pass the Speaking and Writing quizzes with a score of 80% or better. Both certified staff (i.e., teachers) and paraprofessionals may administer WIDA placement assessments, but only certified staff may administer the WIDA ACCESS or Alternate ACCESS assessments.

4. How do I become certified to administer a WIDA placement test?

A WIDA test administrator must successfully complete all applicable trainings for any assessment they will administer. Please note that there are separate trainings for the WIDA Kindergarten Screener and Screener assessments. All training modules are located on the WIDA website and require a WIDA login. If in need of a WIDA login, please refer to Section V, Question #1 for instructions on obtaining a WIDA account.

While the training modules for the WIDA Screener Online and WIDA Screener Paper assessments are different, the Speaking and Writing quizzes are the same for both versions. As such, a test administrator giving both the WIDA Screener Online and WIDA Screener Paper need only take and pass the Speaking and Writing quizzes for one version of the assessment. Furthermore, WIDA test administrators need only complete the training for the version of the WIDA Screener they will administer and must only pass the Speaking and Writing quizzes for the grade levels of testing they will give. Speaking and Writing quizzes for both the paper and online Screener assessments are available in 1st-5th grade and 6th-12th grade versions.

A test administrator is considered qualified to administer the WIDA Screener placement assessment when they have completed the applicable training modules and scored 80% or higher on the applicable Speaking and Writing quizzes.

5. How does a new test administrator access WIDA placement test trainings?

Staff new to administering WIDA placement and/or proficiency assessments require two accounts, one for the WIDA Secure Portal, which allows access to resources and training related to WIDA assessments, and one for WIDA AMS, which is the assessment management system for WIDA's digitally administered assessments.

Please see Section V, Question #1 above for instructions on obtaining WIDA and WIDA AMS accounts.



6. How many times should a student be placement tested for EL status?

Generally, a potential EL student enrolled in kindergarten through 12th grade should be administered a WIDA placement test **only one time** over their career in public education.

As a pre-K student does not yet have literacy skills to assess, they are given a “placeholder” oral language screener known as the PKST (see Question #7 in this section). While a student may or may not be considered EL during their pre-K year based on their PKST results, a kindergarten student previously administered the PKST must be administered the K Screener at the outset of their kindergarten year, regardless of the PKST score achieved.

7. What is the process for identifying, screening, and assigning EL status to pre-K students?

If a student is being served prior to kindergarten, the parent or guardian is required to submit a completed a Home Language Survey (HLS). The student should be administered the Oklahoma Pre-K Screening Tool (PKST) if a language other than English is submitted for any one of the three primary HLS language questions (home language, dominant language, and first language learned). Like a student enrolled in kindergarten through 12th grade, the submission of a language other than English for any one of these questions means the student is considered “less often,” and the submission of a language other than English for two or more of the questions above means the student is considered “more often.”

Based on the student’s submitted HLS responses and subsequent PKST score, the LEA should proceed as follows:

- If a pre-K student meeting either “less often” or “more often” status does not demonstrate proficiency (six or fewer correct responses) when assessing with the PKST, the student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status.
- If a pre-K student with “more often” status demonstrates proficiency (seven or more correct responses) when assessing with the PKST, the student should be assigned **1634/Fluent English Speaker** status.
- If a pre-K student with “less often” status demonstrates proficiency (seven or more correct responses) when assessing with the PKST, the LEA may either:
 - Assign the student **1633/Native English Speaker** status.



- Assess the student with a state-approved NRT appropriate to their pre-K enrollment. If the student achieves a **fall semester score** meeting the qualifying criteria on one of the approved pre-K assessments below, the student should be assigned **1634/Fluent English Speaker** status, would qualify for State Aid Bilingual funds, and would be included in the LEA Bilingual Audit process.
 - a) Acadience Reading Pre-K (PELI): A score at or below the 115 composite level
 - b) Istation: A score in either the Tier 2 or Tier 3 level
 - c) NWEA MAP Reading Fluency assessment: A Level 0 score on the Foundational Skills component

A student should only be administered the PKST **one time** prior to enrollment in kindergarten. If the LEA elects to serve a student in a second or third year at the pre-K level, the student's initial status will carry forward through however many additional year(s) the student is served at that level prior to enrollment in kindergarten.

A student administered PKST at the pre-K level, regardless of the level of proficiency demonstrated on the assessment, must be re-assessed with the WIDA Kindergarten Screener (K Screener) at the outset of their kindergarten year.

8. How do I become certified to placement test a pre-K student?

There is no certification process associated with the PKST. Instructions for administration are provided on the assessment.

9. How do I placement test a kindergartener?

A student being placement tested in their kindergarten year or the first semester of first grade should be administered the WIDA Screener for Kindergarten or Kindergarten MODEL.* Students entering the first semester of kindergarten should be administered only the speaking and listening domains. Students in the second semester of kindergarten or the first semester of first grade will be administered all four domains of the assessment. As the WIDA Screener for Kindergarten is administered to students with extremely limited literacy skills and exposure to formal assessment, LEA staff should note the following points:

- As with other WIDA assessments, the Screener for Kindergarten allows the test administrator to pause and potentially discontinue a domain if the student is unable or unwilling to continue.
 - The capacity of the WIDA Screener for Kindergarten to accurately determine the English language proficiency of a kindergarten-aged



student may be influenced by interpersonal and environmental factors unrelated to the assessment's design. A student in this age group may have extremely limited or no experience with formal assessment and may exhibit reservation and situational anxiety if placed in an unknown environment and/or with an unfamiliar adult administering the assessment. As such, LEAs are strongly encouraged to implement the following best practices prior to screener administration:

- Introduce and allow the student to explore the testing environment,
- Ensure the student has experienced one or more positive interactions with the test administrator(s),
- Provide one or more structured classroom activities that align to the assessment's administrative format and process.

**Use of the WIDA MODEL is at LEA discretion and must be supported with local funds.*

10. How do I get certified to placement test kindergarteners?

Using your WIDA login, access your My Account and Secure Portal page. Locate the Screener Test Materials and Training menu and click the following button:



Follow the instructions to complete the Kindergarten Screener training module. The training consists of downloading and printing the instructions, reviewing the Kindergarten Screener Test Administrator's Manual and Kindergarten Scored Student Writing Samples, and viewing the Kindergarten Screener webinar. Once these steps have been completed, staff are considered certified to administer the assessment.

11. How do I placement test students in 1st-12th grades?

Students in second semester first-grade through twelfth-grade should be administered the appropriate grade level cluster of the WIDA Screener. The WIDA Screener Online and WIDA Screener Paper grade level clusters are Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12.



Note that students in the first semester of the first grade of a grade level cluster should be administered the prior grade level cluster’s placement assessment. For example, first semester 4th graders should be administered the Grades 2-3 cluster of the WIDA Screener, and a first semester 1st grader should be administered the Kindergarten Screener. This is done to address the fact that a student at the outset of a grade level cluster has not yet had the opportunity to acquire the language skills associated with that grade cluster. As such, it is more appropriate to assess these students with the prior grade level cluster to determine the level of language learned to that point.

For questions regarding administration of the WIDA Screener, please refer to Oklahoma’s Identification and Placement document on the WIDA website or contact the Office of English Language Proficiency at (405) 522- 5073 or by email at oeelp@sde.ok.gov.

12. Does Oklahoma use the paper or online version of WIDA Screener?

Oklahoma allows the use of both the paper and online versions of WIDA Screener. However, due to a history of limited LEA participation in live trainings for paper-based WIDA assessments, OSDE only offers face-to-face trainings for WIDA Screener Online. However, in addition to the training and certification course and other resource documents, supports for LEAs opting to use the WIDA Screener Paper are available in the form of both live and recorded WIDA Screener Paper webinars available in the user’s WIDA Secure Portal.

13. What is the difference between WIDA Screener Online and WIDA Screener Paper?

WIDA Screener Online and WIDA Screener Paper are different formats of the same placement test. While it is at LEA discretion as to which version of the Screener to use, **OSDE strongly encourages the use of the WIDA Screener Online.**

There are several reasons for this recommendation, the first and foremost being that the WIDA Screener Online may be administered at no cost to the LEA. Secondly, the WIDA Screener Online is administered via DRC INSIGHT and the WIDA AMS system, the same testing platform used for ACCESS for ELLs Online administration. As such, LEA staff and students experienced with the WIDA Screener Online will be better prepared to complete the ACCESS for ELLs Online assessment. Note also that OSDE considers the ACCESS for ELLs an online-only assessment and allows use of the ACCESS for ELLs paper version only under specific circumstances (refer to Section VIII, Question #5). Lastly, use of the WIDA Screener Online creates a digital record of EL student placement scores. These scoring data can be extremely useful when addressing



continuity issues related to student EL status across multiple years and various LEA enrollments.

An LEA electing to use the WIDA Screener Paper may purchase the assessment for a nominal, one-time cost. Note that the assessment is sold in two versions, one for grades 1-5 and one for grades 6-12, and may be purchased at local expense directly from the [WIDA Store](#).

14. How do I get certified to administer the WIDA Screener?

Using your WIDA login, access your My Account and Secure Portal page. Locate the Screener Test Materials and Training menu and click the button pictured below corresponding to the version of the Screener you will administer:



Complete the training module(s) for the Screener version your LEA has elected to use and the grade level cluster(s) you will administer. Staff administering both the online and paper versions will need to complete both trainings and all applicable quizzes for each grade level cluster(s) to be administered.

For both the online and paper versions of the WIDA Screener, staff scoring 80% or better on all grade level cluster quizzes are considered certified to administer the assessment.

15. What placement test scores qualify a student as needing EL services?

A kindergarten through 12th grade student achieving a Composite/Overall score of 5.0 or above* derived from all four assessed domains of the Kindergarten Screener, Screener Paper, or Screener Online is considered English language proficient, not eligible for supplemental EL services and supports, and should be assigned **1634/Fluent English Speaker** status in the local student information system.

A kindergarten through 12th grade student achieving a Composite/Overall score of 4.5 or below derived from all four assessed domains of the Kindergarten Screener, Screener Paper, or Screener Online qualifies as an English Learner and should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined**



LEA EL Services status in the local student information system, provided appropriate supplemental EL services and supports, and should participate in the annual ACCESS for ELLS assessment until demonstrating English language proficiency.

**This assumes no prior EL identification has occurred. A student who has been previously identified as an English Learner may only leave EL status by demonstrating English language proficiency on the ACCESS for ELLs or Alternate ACCESS for ELLs assessment. A screener score obtained after initial EL identification has no bearing on a student's EL status.*

16. What is the placement test for a potential EL student served on an IEP?

Please note that if a potential EL student is determined to have significant cognitive disabilities, the LEA should refer to the placement and proficiency testing guidance detailed in Question #17 below.

In the event that a potential EL student is served on an IEP and does not have significant cognitive disabilities, the student should be administered the grade-appropriate placement assessment (Kindergarten Screener, Kindergarten MODEL, WIDA MODEL, or WIDA Screener) with accommodations deemed by the student's learning team to be appropriate, allowable, and in alignment with the student's IEP and the [WIDA Accessibility and Accommodations Supplement](#).

17. What is the placement test for an EL student with significant cognitive disabilities?

Currently, there is no WIDA placement test specifically for potential EL students with significant cognitive disabilities. A student both determined to have a severe cognitive disability and responding with one or more languages other than English on their Home Language Survey may be assigned EL status in the following ways:

- At the request of the parent(s) or guardian(s)
- At teacher recommendation
- Through administration of a WIDA placement assessment with appropriate accommodations

Regarding the options above, please note that an LEA is responsible for providing appropriate EL services and supports for any identified EL student, regardless of student special needs. An LEA assigning EL status to a student with a severe cognitive determination at a parent or guardian's request or teacher recommendation is not required to administer a WIDA placement assessment. Conversely, an LEA not assigning EL status through a parent or guardian's request or



teacher recommendation must administer a WIDA placement assessment.

An LEA opting to administer a WIDA placement assessment (Kindergarten Screener, Kindergarten MODEL, WIDA MODEL, or WIDA Screener) to a student with a determined severe cognitive disability must do so with accommodations deemed by the student's learning team to be appropriate, allowable, and in alignment with the student's IEP and the [WIDA Accessibility and Accommodations Supplement](#). In such cases, the test administrator may opt to discontinue placement testing in any specific domain if the student is unable to meaningfully respond to the assessment questions.

In the event that a student is not able to meaningfully respond in any of the four domains assessed, the student should be evaluated by their IEP/learning team for potential No Meaningful Academic Response (NMAR) status (see Question #22 in this section). **Please note that a student unable to meaningfully respond to placement test questions does not automatically qualify for NMAR status.** As the WIDA placement assessments were not designed for a student with significant cognitive disabilities, they may not be sensitive enough to illicit meaningful responses. This should not be interpreted as definitive indicator that the student is unable to participate in the Alternate ACCESS for ELLs assessment.

An LEA opting to assign EL status to a student with significant cognitive disabilities based on parent or guardian request or teacher recommendation may also administer some or all domains of a WIDA placement assessment. If an LEA chooses to do so, testing should be administered with the understanding that the purpose is to gather additional domain-specific information in order to make more informed programmatic decisions for the student. Any information collected from the assessment should be considered part of the collective body of evidence used in the decision-making process.

18. What placement test scores qualify a student as needing EL services if they have a disability that precludes participation in one or more test domains?

A student with a documented disability that precludes participation in one or more of the Kindergarten Screener or WIDA Screener placement test domains must achieve a score of 5.0 Composite/Overall or above (derived from all test domains completed) in order to demonstrate English language proficiency.

A student with a documented disability that precludes participation in one or more of the Kindergarten Screener or WIDA Screener placement test domains will qualify as an English Learner if achieving a score of 4.5 Composite/Overall or below (derived from all test domains completed). An identified EL student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status in the local student information system, be provided appropriate supplemental EL services and supports, and participate in the annual ACCESS for ELLs assessment until demonstrating English language proficiency.



19. Is there a minimum number of placement test domains that must be taken by a potential EL student with disabilities?

No. The number of placement test domains administered to a potential EL with documented disabilities

precluding participation in one or more test domains is at the discretion of the student's learning team. This is true regardless of the placement assessment used or accommodations allowed. That said, a potential EL student should be administered any/all domains their learning team deems them capable of completing.

20. What are the next steps after a student has been placement tested?

Federal law requires that the parent(s) or guardian(s) must be informed of their student's determination of EL status within 30 days of enrollment (if the student was enrolled within the first thirty calendar days of school) or within fourteen calendar days if the student was enrolled after the first thirty days of school. The parent or guardian must be formally notified of their student's EL status and informed that their student will be proficiency tested each spring until they successfully demonstrate English language proficiency. The parent(s) or guardian(s) must also be provided a completed copy of their student's ELAP. Refer to Section I, Question #5 for additional information related to the ELAP.

If a kindergarten through 12th grade student demonstrates English proficiency on the WIDA K Screener or Screener, the parents or guardians must be informed of the test scores, the fact that these scores indicate that the student is proficient in English and that their student will not be provided supplemental EL services and supports. Please refer to Question #11 in this section for kindergarten and first-semester first grade placement assessment proficiency information and Question #7 in this section for pre-K placement assessment proficiency information.

A student identified as an English Learner should immediately begin receiving any and all supplemental services and supports necessary to ensure academic success.

21. Are there circumstances in which a potential EL should not be placement tested?

A potential EL student should not participate in a placement assessment when the student's IEP team, in collaboration with local EL staff, determine that the student has cognitive disabilities significant enough to meet No Measurable Academic Response (NMAR) criteria. Please refer to Question #22 for additional information.



22. How is an EL student, or potential EL student, assigned No Measurable Academic Response (NMAR) status?

A potential EL student enrolled prior to or within the first 30 calendar days of school must be evaluated for NMAR status within 30 calendar days of enrollment. A potential EL student enrolling after the first 30 calendar days of school must be assessed for NMAR criteria within 14 calendar days of enrollment. **As NMAR status may change from year to year, the decision to classify a potential English Learner as NMAR must be revisited at the beginning of each school year by the student's academic team.**

An LEA wishing to assign a student NMAR status must adhere to the following guidelines:

- The LEA must constitute a student academic team consisting of the student's IEP team and appropriate EL instructional staff.
- The academic team must review the student's educational history and evaluate if the student is currently:
 - Unable to demonstrate any observable reaction to a specific stimulus
 - Exhibiting only startle responses
 - Tracking or fixating on objects at random and not for a purpose
 - Responding only to internal stimuli
 - Vocalizing intermittently regardless of changes in environment
- To classify the student as NMAR, the student's academic team must unanimously agree that the student meets **all five** of the above criteria. Please note that every effort must be made to determine if the student has linguistic abilities in ANY OR ALL of the four domains of Listening, Speaking, Reading, and Writing and that these determinations must be made with the input of the student's IEP team. If the student is able to meaningfully participate in one or more domain(s), the student must be assessed in that domain(s). For example, if the student only demonstrates receptive language skills but does not demonstrate expressive language skills, this does not preclude the student from being classified as EL and assessed in the receptive domains of Listening and Reading.
- If the student is found to meet the NMAR criteria and has **not been previously identified as an English Learner**:
 - If the Home Language Survey is considered "more often," the student should be assigned **1634/Fluent English Speaker** status
 - If the Home Language Survey is considered "less often," the student should be assigned **1633/Native English Speaker** status





- Regardless of “more often” or “less often” status, the academic team should complete the [No Measurable Academic Response \(NMAR\)](#) classification document and place it and all documentation relevant to the NMAR decision in the student’s special education file.
- The student should be reevaluated for NMAR status at the outset of the subsequent year with the same expectation that every effort be made to determine if the student has linguistic abilities in ANY OR ALL of the four domains of Listening, Speaking, Reading, and Writing. If the student’s skills have not developed, the NMAR determination process may be conducted in the same manner. If the student is found to be able to meaningfully participate in one or more domains, they may be assessed for EL status as detailed in Question #17 in this section.
- If the student is found to meet the NMAR criteria and **has been previously identified as an English Learner**:
 - The student should continue to be assigned **2349/EL/Limited English Proficient** status.
 - The student’s academic team should complete the [No Measurable Academic Response \(NMAR\)](#) classification document and place it and all documentation relevant to the NMAR decision in the student’s special education file.
 - To exempt the student from current-year WIDA ACCESS assessment and EL Accountability requirements, the completed [No Measurable Academic Response \(NMAR\)](#) classification document and relevant supporting documentation must be uploaded to the Accountability Reporting application in Single Sign-on during the annual WIDA ACCESS DVR window. Please note that the student academic team must be confident the student truly meets all NMAR criteria as the opportunity to assess will have passed at the point supporting documentation is submitted to OSDE.
 - The student should be reevaluated for NMAR status at the outset of the subsequent year with the same expectation that every effort be made to determine if the student has developed linguistic abilities sufficient for participation in any or all of the four domains of Listening, Speaking, Reading, and Writing. If the student’s skills have not developed, the NMAR determination process may be conducted in the same manner. If the student is found to be able to meaningfully participate in one or more domains, they may participate in the Alternate ACCESS for ELLs with appropriate accommodations.

Please refer questions or concerns regarding the NMAR process to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.



VII. Parental Opt-Out of EL Services

1. What if parents or guardians do not want their student to receive supplemental EL services?

If the parent(s) or guardian(s) does not wish for their student to receive supplemental EL services, LEA staff should convey that while EL-specific services and supports may be waived, they cannot waive their student's EL status or participation in annual English language proficiency testing (i.e., WIDA ACCESS assessment). If the parents or guardians still wish to waive EL services for their student, LEA staff should:

- Review with them the completed student ELAP, explain the specific services and supports that will be waived, and request the parent or guardian sign the document in the appropriate section on the final page. A copy of the signed ELAP must be placed in the student's cumulative folder and EL folder (if utilized by the LEA).
- Reclassify the student to **1637/LEP/ELL Declined LEA EL Services** in the local student information system.
- Note that continuation of 1637 status requires that parent(s) or guardian(s) to annually waive supplemental services and supports by completing step 1 above.
- Ensure annual participation in the WIDA ACCESS assessment until the student demonstrates English language proficiency.

VIII. Administration of the Annual English Language Proficiency Assessment

1. What is the spring English language proficiency assessment for an EL pre-K student?

There is currently no spring proficiency test for a pre-K EL student. As such, there is no way for a student identified as an English Learner through participation in the PKST to demonstrate English language proficiency and exit EL status in their pre-K year.

2. What is the spring proficiency assessment for an EL kindergarten student?

An EL kindergarten student should participate in the spring Kindergarten ACCESS (K ACCESS) assessment. It is at LEA discretion whether a student is administered all four domains of the test or participates in only the Oral domains (Speaking and Listening). This decision should be made by the student's teaching team and be based on whether or not the student possesses literacy skills sufficient to meaningfully participate and/or complete the Reading and Writing domains.



Please note that if a question exists as to whether all four domains should be administered, the Kindergarten ACCESS has “outs” built into assessment administration that allow a test administrator to quickly complete a domain on a positive note if it becomes clear that a student is unable to perform the requisite tasks. OSDE strongly recommends that an LEA attempt to administer both Literacy domains (Reading and Writing) in these situations.

3. How do I get certified to administer the Kindergarten ACCESS test?

Using your WIDA login, access your My Account and Secure Portal page on the WIDA website. Locate the ACCESS for ELLs Training Course menu and click on the button pictured below:



Follow the instructions to complete the Kindergarten ACCESS training course. Once the training course has been completed, and all associated quizzes passed with a score of 80% or better, staff are considered certified to administer the Kindergarten ACCESS assessment.

4. What is the spring proficiency test for EL students in 1st-12th grade?

The vast majority of EL students enrolled in grades 1-12 will participate in the ACCESS for ELLs assessment. This includes the majority of dually-identified EL students served on IEPs and 504 plans, though these students may be eligible to use appropriate and allowable accommodations in order to complete the assessment.

A dually-identified EL student with significant cognitive disabilities who participates in the alternate state assessment (OAAP) and who meets the criteria outlined in [WIDA's Accessibility and Accommodations Supplement](#) will participate in the Alternate ACCESS for ELLs assessment.

5. Does Oklahoma use the paper or online version of ACCESS for ELLs assessment?

As of 2018-2019, Oklahoma is an ACCESS for ELLs Online-only state and does not support the use of ACCESS for ELLs Paper, except in special circumstances.* Please note that Kindergarten ACCESS, Alternate ACCESS for ELLs, and



the Writing tests for 1st through 3rd grade students participating in ACCESS for ELLs Online will all remain paper-based. Additionally, and at local discretion, an LEA may opt for paper-based, 4th and 5th grade ACCESS for ELLs Writing tests.

An LEA may also request a paper-based Writing test on an individual basis for secondary students entering during the testing window and possessing keyboarding skills insufficient to allow online completion of Writing test responses. In the event that such a test is needed, LEA staff will need to contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

**In accordance with Oklahoma state statute, an LEA believing that they are unable to support online ACCESS testing due to a lack of adequate network connection, bandwidth, technology, or other such considerations may petition the Oklahoma State Board of Education for an exemption allowing the LEA to implement paper-based ACCESS testing for a given school year. Please note that this is a formal process and that the OSDE Office of English Language Proficiency may not authorize LEA-wide administration of paper-based ACCESS testing without the State Board of Education first granting its use.*

6. How do I get certified to give the ACCESS for ELLs Online assessment?

Using your WIDA login, access your My Account and Secure Portal page on the WIDA website. Locate the ACCESS for ELLs Training Course menu and click the button pictured below:



The full ACCESS for ELLs Online training course must be completed, but staff only need to pass the quizzes associated with the grade level cluster(s) they will administer. Once the training course has been completed, and all associated quizzes passed with a score of 80% or better, staff are considered certified to administer the ACCESS for ELLs Online assessment.

7. What is the spring proficiency test for an EL student with significant cognitive disabilities?

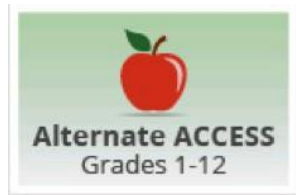
An EL student with significant cognitive disabilities, who also participates (or would be expected to participate) in alternate state content area assessments (OAAP), is eligible to participate in the Alternate ACCESS for ELLs. The Alternate ACCESS for ELLs is a paper-based English language proficiency



assessment designed to assess the English language skills of a student with significant cognitive disabilities.

8. How do I become certified to administer Alternate ACCESS for ELLs assessment?

Using your WIDA login, access your My Account and Secure Portal page on the WIDA website. Locate the ACCESS for ELLs Training Courses section and click the button pictured below:



Follow the instructions to complete the training course. Staff successfully completing a grade level cluster quiz with a score of 80% or better are considered certified to administer that grade level cluster for the Alternate ACCESS for ELLs Online assessment.

IX. English Learner Exit Criteria

1. What is the automatic exit score for Kindergarten ACCESS and ACCESS for ELLs?

For an EL student completing all four domains of the Kindergarten ACCESS or an EL student participating in ACCESS for ELLs, with or without accommodations, a score of 4.8 or better on the Composite/Overall must be achieved in order to automatically exit EL services.

2. What is the ELP Band Exit Process for English Learners?

The Band Exit Process is an alternate exit path that allows a student to demonstrate English language proficiency and exit EL status without achieving the required minimum ACCESS or Alternate ACCESS Overall/Composite score. Use of the Band Exit Process is not mandatory and may be implemented at LEA discretion.

3. What is the Band Exit Process to exit a student from EL status if they participated in the ACCESS assessment?

A student participating in the ACCESS for ELLs assessment is eligible for the Band Exit Process if they meet all four of the following criteria:



- Achieve a score within the 4.3-4.7 Composite/Overall range
- Were enrolled in grades 2-12 in the same year the eligible ACCESS for ELLs assessment score was achieved
- Score a minimum of Basic on their OSTP ELA assessment in the same year the eligible ACCESS for ELLs assessment score was achieved (see Question #4 in this section regarding students enrolled in a grade level not participating in OSTP assessment)
- Meet at least one of the five additional requirements contained on the ACCESS for ELLs ELP Band Committee Rubric

If a student is deemed eligible for exit, the LEA must constitute a committee of academic team members familiar with the student’s linguistic and academic abilities. This committee must include certain staff members as defined in the Guidance for English Language Proficiency (ELP) Band Committees document. Upon review of the relevant student information, the committee must agree that the available data demonstrate a strong likelihood that the student will remain academically successful without the assistance of supplemental EL services and supports.

All appropriate documentation regarding a Band Exit Request must be submitted through the Accountability Reporting application during the appropriate submission window. Note that a student’s proficiency status should not be changed until the Band Exit request has been formally approved by OELP staff. Please refer to Question #14 in this section for additional information regarding the submission of a Band Exit Request.

Band Exit Process guidance and documentation is available on the OSDE website’s [English Language Proficiency page](#).

4. What if a student was not enrolled in an OSTP-tested grade the year in which they scored within the ELP band on ACCESS for ELLs?

If a student scored within the score band while enrolled in a grade that does not participate in OSTP assessment, the LEA must substitute one of the following assessment records in place of a current OSTP ELA score of Basic or above (the #2 required element on the ACCESS for ELLs ELP band rubric):

- An English subtest score above the 35th percentile on an assessment from the ACT or SAT suite of assessments. (e.g., PSAT/NMSQT, PSAT 8/9, PSAT 10, PreACT, ACT Aspire)

OR

- A score of Proficient (33 or above) on the Grade 8 Alternative Reading Assessment (available for free download from the Wave)



A current-year third grade student may qualify to exit EL status with a composite score earned on the previous-year ACCESS for ELLs assessment. As this student will not yet have an OSTP score, an LEA must substitute one of the following alternate assessment scores in place of the #2 required element on the ACCESS for ELLs ELP Band Rubric:

- A reading subtest score above the 35th percentile on any assessment listed on the [Approved List for Norm Referenced Tests \(NRT\) ELP Band Decisions](#) document.

OR

- A reading subtest score at or above the 35th percentile achieved on any assessment listed on the current school year's [RSA Approved K-3 Assessment list](#).

Please note that the assessments and scores noted above may only be used in place of the required OSTP ELA score in cases where the student was not enrolled in an OSTP-tested grade in the same year the Band Exit eligible ACCESS for ELLs assessment score was achieved. **No alternate assessment score earned prior to the spring semester of the previous school year may be used for Band Exit request purposes.**

5. What are the automatic exit scores for an EL student with disabilities that preclude participation in all Kindergarten ACCESS or ACCESS for ELLs domains?

In cases where an EL student has a disability that precludes participation in one or more domains of the

Kindergarten ACCESS or ACCESS for ELLs assessment, OSDE's Office of Accountability will use a WIDA-provided method for factoring a Composite/Overall score for the purpose of exiting students from EL status and measuring growth within the site ELPA indicator.

An LEA may use this same method to calculate Composite/Overall scores for EL students with disabilities who cannot participate in all domains and should make exit decisions for these students based on their calculated Composite/Overall scores. An EL student with a calculated score must still achieve 4.8 Composite/Overall or better in order to be considered English language proficient and exit EL status.

Please refer questions or concerns regarding the methodology and/or calculation of WIDA Composite/Overall scores to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.



6. What is the ELP band for an EL student with disabilities that preclude participation in all ACCESS for ELLs domains?

An EL student enrolled in grades 3-12 with disabilities that preclude participation in one or more domains of ACCESS for ELLs must achieve 4.3-4.7 Overall/Composite score in order to be eligible to exit EL status through the Band Exit Process.

7. What is the Alternate ACCESS for ELLs automatic exit score?

An EL student participating in all four domains of Alternate ACCESS for ELLs, with or without accommodations, will automatically qualify to exit EL status upon achieving a Composite/Overall score of P2 or above on the two most recent Alternate ACCESS administrations in the past three years.

8. What is the Band Exit Process to exit a student from EL status if they participated in the Alternate ACCESS assessment?

A student participating in the Alternate ACCESS for ELLs assessment is eligible for the Band Exit Process if they:

- Achieve scores within the A3-P1 range on the two most recent Alternate ACCESS administrations in the past three years.
- Demonstrate growth over previous year achievement at the Essential Element level in the OAAP/DLM Reading assessment except grades 10 and 11 as they do not participate in the assessment.
- Meet ELA progress requirement contained on the Alternate ACCESS for ELLs ELP Band Committee Rubric.

If a student is deemed eligible for exit, the LEA must constitute a committee of academic team members familiar with the student's linguistic and academic abilities. This committee must include certain staff members as defined in the Guidance for English Language Proficiency (ELP) Band Committees document. Upon review of the relevant student information, the committee must agree that the available data demonstrate a strong likelihood that the student will remain academically successful without the assistance of supplemental EL services and supports.

Note that all appropriate documentation regarding a Band Exit request must be submitted through the Accountability Reporting application during the appropriate submission window (see Question #14 in this section for additional information regarding band exit submission). Band Exit Process guidance and documentation is available on the OSDE website's [English Language Proficiency page](#).



9. What are the automatic exit scores for ELs with disabilities that preclude participation in one or more Alternate ACCESS for ELLs domains?

In cases where an EL student has disabilities that preclude participation in one or more domains of the Alternate ACCESS for ELLs assessment, the OSDE Office of Accountability will use a WIDA-provided method to calculate a Composite/Overall score for the purposes of exiting students from EL status and measuring growth within the site ELPA indicator. An LEA may use this same method to calculate a student's Composite/Overall scores for the provision of EL services and/or decisions to exit the student from EL status. An EL student with disabilities that precludes participation in all domains of the Alternate ACCESS for ELLs assessment must achieve a calculated Composite/Overall score of P2 or above on the two most recent Alternate ACCESS administrations in the past three years in order to be automatically deemed English proficient and exit EL status.

Please refer questions or concerns regarding the methodology and/or calculation of WIDA Composite/Overall scores to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

10. What is the ELP band for an EL student with disabilities that preclude them from taking one or more Alternate ACCESS for ELLs domains?

In cases where an EL student in grades 3-12 has disabilities that preclude participation in one or more domains of the Alternate ACCESS for ELLs assessment, the OSDE Office of Accountability will use a WIDA-provided method to calculate a Composite/Overall score for the purposes of exiting students from EL status and measuring growth within the site ELPA indicator. An LEA may use this same method to calculate a student's Composite/Overall scores for the provision of EL services and/or decisions to exit the student from EL status.

A student receiving a calculated Composite/Overall score must still score within the A3-P1 band on the two most recent Alternate ACCESS administrations in the past three years to be considered eligible for potential exit from EL status. A student meeting this requirement, as well as the additional requirements noted on the Alternate ACCESS for ELLs Band Rubric, may have their academic team determine if the LEA should move forward in appealing for English proficient reclassification and exiting the student from EL status through the Band Exit Process.

Band Exit Process guidance and documentation is available on the OSDE website's [English Language Proficiency page](#).



11. Are there other circumstances where an EL student participating in Alternate ACCESS for ELLs may be exited from EL services?

Yes. A student participating in the Alternate ACCESS for ELLs assessment may be exited from EL services without meeting the formal exit criteria if the student scores within the A1-A2 range on the three most recent Alternate ACCESS administrations in the past four years. If the student's IEP team and EL representative recommend reclassification, the LEA may elect to move forward in appealing for English proficient reclassification and exiting the student from EL status in a manner similar to the Band Exit Process. An LEA seeking to exit a student in this manner must complete the Alternate ACCESS for ELLs: A1-A2 Scoring Rubric and gather appropriate supporting documentation for submission during the band exit submission window (see Question #14 in this section for additional information regarding band exit submission). Band Exit Process guidance and documentation is available on the OSDE website's ELPA/WIDA page. If A1-A2 Band Exit requests are approved, students should be coded as 1633 Native English Speaker.

Band Exit Process guidance and documentation is available on the OSDE website's [English Language Proficiency page](#).

12. Is there a minimum number of ACCESS test domains an EL student with disabilities must complete?

No. The number of proficiency test domains administered to an EL student with disabilities is at the discretion of the student's local academic team. This applies to all WIDA assessments (e.g., Kindergarten ACCESS, ACCESS for ELLs, or Alternate ACCESS for ELLs) completed with or without accommodations. An EL student should participate in all domains their academic team deems them capable of completing.

However, in the event that a student's academic team deems the student unable to participate in any of the four ACCESS domains, the student should be evaluated for No Measurable Academic Response (NMAR) status. Please refer to Section VI, Question #22 for more information regarding the NMAR evaluation process.

13. How should an LEA indicate that an EL student with a disability cannot participate in one or more test domains?

An LEA may use one of two possible methods to indicate that one or more domains should not be scored because a student has a disability preventing participation in that domain or domains, even with the use of allowable accommodations. The disability or disabilities must be clearly documented in the student's IEP/504 in order for the student to be eligible to have a domain or domains deferred. Methods are as follows:



- **For paper domain tests:** For each domain not taken, bubble in the “SPD-Deferred Special Education/504” code on the student’s paper test booklet. Alternately, follow the instructions provided in the District and School Test Coordinator Manual (available in the WIDA Secure Portal) to view or edit the student’s Do Not Score indicator from the Manage Students page in WIDA AMS.
- **For online domain tests:** For each domain not taken, follow the instructions provided in the WIDA AMS User Guide (available in the WIDA Secure Portal) to view or edit the student’s Do Not Score indicator from the Manage Students page in WIDA AMS.

14. What is the timeline for making reclassification and exit decisions for an EL student scoring within the ELP band on their most recent ACCESS assessment?

At the outset of each academic year, ELP Band Committees must be convened and reclassification and exit decisions made for EL students in grades 3-12 who have scored within the ELP band on their most recent ACCESS for ELLs or Alternate ACCESS for ELLs test. All band request documentation must then be submitted within the ELPA Band Request Window, which will be set yearly by OSDE. LEA staff will be notified annually via email of the Band Request Window dates. While every effort will be made to provide LEAs with sufficient time to complete their ELP Band Exit Requests, please note that the ELPA Band Window will open as soon as data are available and for as long as the Accountability timeline can accommodate. LEAs are encouraged to account for this possibility in planning for an y staff that may be required to complete the ELP Band Exit Process.

In the event that an LEA feels a unique circumstance exists which may necessitate convening an ELP Band Committee during the school year, please contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelep@sde.ok.gov.

X. Accessibility and Accommodations: Guidance and Considerations

1. What if an EL student needs large print or Braille WIDA paper testing materials?

Kindergarten ACCESS and ACCESS for ELLs:

Kindergarten ACCESS and ACCESS for ELLs are both available in Large Print versions, while the ACCESS for ELLs is also available in a Braille version.



These assessments are available for order on WIDA AMS during the Additional Materials Ordering Window associated with the WIDA ACCESS spring testing window.

Please refer to [Oklahoma's WIDA member page](#) for additional information regarding window dates.

WIDA Screener:

If a potential EL student requires larger print to complete the WIDA Screener, LEA staff may:

- Use the computer settings to enlarge the print for WIDA Screener Online, or
- Print copies of the WIDA Screener Paper with the print enlarged. Note that such copies are to be treated like all other secure testing materials.

Alternate ACCESS for ELLs:

An LEA may scan and print enlarged text versions of Alternate ACCESS for ELLs assessment when necessary, but these copies should be treated like all other secure testing materials, may not be kept by the LEA, and should be included in the materials returned to DRC upon the completion of the ACCESS assessment.

2. What if an EL student or potential EL student is blind?

The following guidance is applicable only in situations where an EL or potential EL student is blind, not in cases where a visual impairment may be corrected and/or accommodated to a level that allows a student to visually navigate the WIDA Screener and ACCESS assessments.

Initial Screening

At this time, WIDA has yet to develop a screening tool that allows a student who is blind to demonstrate initial English language proficiency. Regardless of visual disability, a student indicating a language other than English on one or more of the three primary language questions (home language, dominant language, and first language learned) on their submitted Home Language Survey (HLS) must be administered the grade-appropriate state or WIDA screening tool to determine their EL status. As administration of the WIDA Screener or Kindergarten Screener in this context will lead to EL identification, LEA staff should ensure the assessment is administered with all appropriate accommodations and make certain that the “early-outs” built into the assessment are utilized whenever necessary. Once identified as an English Learner, the student will participate annually in the ACCESS for ELLs assessment using the Braille test form until demonstrating English language proficiency.

Kindergarten ACCESS for ELLs Assessment



At this time, WIDA has yet to develop a Braille version of the Kindergarten ACCESS for ELLs assessment. If the EL student who is blind is expected to participate in the Kindergarten ACCESS, all four domains should be assigned the “SPD-Deferred Special Education/504” code, either in WIDA AMS or by bubbling in the “SPD” code on a paper test booklet for each domain.

ACCESS for ELLs Assessment

A grade 1-12 EL student who is blind should complete the ACCESS for ELLs assessment using the Braille test form. If the student is not proficient in Braille or is otherwise unable to use the Braille test form, the LEA should use the SPD-Deferred Special Education/504 code, either in WIDA AMS or by bubbling in the SPD code on the paper test booklet for each domain or domains not taken. An EL student meeting this description should still participate in all ACCESS domains their academic team determines to be accessible, either with or without accommodations.

Alternate ACCESS for ELLs Assessment

At this time, WIDA has yet to develop a Braille version of the Alternate ACCESS for ELLs assessment. If the EL student who is blind is expected to participate in the Alternate ACCESS, all four domains should be assigned the “SPD-Deferred Special Education/504” code, either in WIDA AMS or by bubbling in the “SPD” code on a paper test booklet for each domain.

3. What if an EL student is deaf and communicates exclusively via American Sign Language (ASL)?

If an EL student is hard-of-hearing, does not lip-read, and communicates exclusively using ASL or another form of sign, the LEA should use the “SPD-Deferred Special Education/504” code, either in WIDA AMS or by bubbling in the “SPD” code on a paper test booklet for each domain or domains not taken. An EL student meeting this description should still participate in all domains their academic team deems accessible, with or without accommodations.

XI. Additional Testing Considerations

1. What if a student in grade 4-12 does not have the keyboarding skills necessary to complete ACCESS testing online?

While the default mode of response in the grade 4-12 ACCESS Online Writing domain requires a student to keyboard their responses, an LEA may request a paper Writing test for a student in these grades who needs to handwrite their responses due to a lack of necessary computer skills. The LEA will need to create a separate handwriting Writing test session in WIDA AMS for any student being offered this



flexibility. Please note that this flexibility only applies to the ACCESS for ELLs Online assessment; there are no handwriting Writing test supports applicable to the WIDA Screener Online.

Special Instructions:

- The LEA must order a paper Writing test during the Additional Materials Ordering Window.
- A student in grade 4-12 who will handwrite their Writing responses must be placed into a handwriting response (HW) session. Instructions for viewing and editing a test session in this manner may be reviewed in the WIDA AMS User Guide available in the WIDA Secure Portal.

2. Regarding ACCESS for ELLs Online, how do I know which Writing test tier to administer to a student in grade 1-3, and/or any grade 4-12 student participating in the ACCESS Online but taking a paper Writing test?

Local test administrators should follow the instructions located in the WIDA AMS User Guide or the Test Administrator Manual (both located in the WIDA Secure Portal) for running a **Tier Placement Report**. The report will indicate whether a student should complete the Tier A or Tier B/C Writing test. Please note that the Tier Placement Report must be run **after** students have completed the Listening and Reading test domains and **before** students take the Speaking and Writing domains.

XII. Determining EL Status of Students Entering from Other States

1. What should be done when an enrolling student submits English language proficiency assessment scores from another state?

Although WIDA serves a majority of U.S. states, the Bureau of Indian Education, Washington D.C., the U.S. Virgin Islands, and the Northern Mariana Islands, it is important to note the following:

- The existence of ELPA 21, a language consortium that provides assessments and supporting services similar to those provided by WIDA.
- States that have developed their own state-specific English language placement and proficiency assessments and associated EL identification and English language proficiency criteria.
- There is variability of member-state EL identification and English language proficiency criteria within the WIDA Consortium.



Given the above, an LEA may receive a wide range of EL-specific documentation when enrolling or requesting documentation for a potential EL student entering from another state. Note that best practice dictates that the enrolling LEA make every reasonable effort to obtain all possible student transfer records regardless of whether the student is entering from an in-state or out-of-state LEA. Access to all available information is essential to a comprehensive understanding of a student's learning needs and should inform subsequent programmatic decisions.

The following guidance assumes that an entering student has no prior enrollment, EL identification and/or EL assessment history in Oklahoma. In cases where a student is returning to an Oklahoma LEA from an out-of-state enrollment and the sending state documentation is leading to questions regarding the student's EL status, or for any other assistance in the interpretation of out-of-state EL assessment scores, please contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oeelp@sde.ok.gov. Note that certain situations must be addressed in a specific manner to avoid potential ELL conflicts in the Accountability Reporting application.

STUDENTS ENTERING FROM NON-WIDA STATES:

If the out-of-state transfer records include scores generated from the sending state's WIDA ACCESS- equivalent English Language proficiency assessment (i.e., the assessment is annual, summative, and assesses all four domains of language):

There are two possible scenarios:

- If the LEA determines that the provided score(s) would result in the sending state considering the student 1) English language proficient and 2) no longer eligible for EL-specific supplemental services and supports, the student should be assigned **1636/Re-designated as Fluent English Proficient** status with the "other" code appropriate to their Home Language Survey responses and the year in which the student demonstrated English language proficiency. If the student is still within their active monitoring period, they should be served accordingly, including being allowed classroom and state testing accommodations if meeting the applicable eligibility criteria.
- If the LEA determines that the provided score(s) would result in the sending state considering the student an English Learner and eligible for EL-specific supplemental services and supports, the student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status and should participate in spring ACCESS assessment annually until demonstrating English language proficiency.

If the out-of-state transfer records include scores generated from the sending state's WIDA Screener- equivalent English Language proficiency



assessment (i.e., the assessment is used only for the purposes of initial identification of a student as an English Learner):

There are three possible scenarios. The first and second address situations where the documentation indicates the student would have been considered non-EL and/or English proficient, the third addresses situations where the student would have been considered an English Learner:

- If the LEA determines that the provided score(s) resulted in the sending state considering the student 1) English language proficient and 2) not eligible for EL-specific supplemental services and supports, and the HLS was submitted with “all-English” responses, the student should be assigned **1633/Native English Speaker** status.
- If the LEA determines that the provided score(s) resulted in the sending state considering the student 1) English language proficient and 2) not eligible for EL-specific supplemental services and supports, and the HLS meets either “less often” or “more often” criteria, the student should have their EL status determined through administration of the appropriate grade-level EL screening assessment.
- If the LEA determines that the provided score(s) resulted in the sending state considering the student to be 1) an English Learner and 2) eligible to receive EL-specific supplemental services and supports, the student should be re-screened with the grade-appropriate WIDA Screening tool regardless of the submitted HLS responses.

If the student demonstrates proficiency when administered the WIDA Screener and:

- The HLS was submitted with “all-English” responses, the student should be assigned **1633/Native English Speaker** status.
- The HLS meets “more often” criteria, the student should be assigned **1634/Fluent English Speaker** status.
- The HLS meets “less often” criteria, the student should be assigned **1633/Native English Speaker OR 1634/Fluent English Speaker** status per the “less often” Non-EL Bilingual qualification criteria detailed in Section 3, Question #5.

If the student does not demonstrate English language proficiency per the WIDA Screener, the student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status and should participate in spring ACCESS assessment annually until demonstrating English language proficiency.

STUDENTS ENTERING FROM WIDA STATES:

If the out-of-state transfer record consists of a WIDA ACCESS assessment:



There are two possible scenarios:

- If the LEA determines that the provided score(s) would result in the sending state considering the student 1) English language proficient and 2) no longer eligible for EL-specific supplemental services and supports, the student should be assigned **1636/Re-designated as Fluent English Proficient** status with the “other” code appropriate to their Home Language Survey responses and the year in which the student demonstrated English language proficiency. If the student is still within their active monitoring period, they should be served accordingly, including being allowed classroom and state testing accommodations if meeting the applicable eligibility criteria.
- If the LEA determines that the scores would result in the sending state considering the student an English Learner and eligible for EL-specific supplemental services and supports, the student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status and should participate in spring ACCESS assessment annually until demonstrating English language proficiency.

If the out-of-state transfer record consists of a WIDA Screener for Kindergarten, Screener, or MODEL assessment:

There are four possible scenarios. The first and second address situations where the documentation indicates the student would have been considered non-EL and/or English proficient, the third and fourth address situations where the student would have been considered an English Learner:

- If the provided WIDA score report resulted in the sending state considering the student 1) English language proficient and 2) not eligible for EL-specific supplemental services and supports and the HLS was submitted with “all-English” responses, the student should be assigned **1633/Native English Speaker** status.
- If the provided WIDA score report resulted in the sending state considering the student 1) English language proficient and 2) not eligible for EL-specific supplemental services and supports, and the submitted HLS meets either “more often” or “less often” status, the student should be administered the appropriate WIDA screening tool and assigned the appropriate language status per state policy.
- If the provided WIDA score report was generated in the **current or preceding school year** and resulted in the sending state considering the student 1) an English Learner and 2) eligible to receive EL-specific supplemental services and supports, the student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status.



- If the provided WIDA score report was generated **prior to the preceding school year** and resulted in the sending state considering the student to be 1) an English Learner and 2) eligible to receive EL- specific supplemental services and supports, regardless of submitted HLS responses the LEA may either:

- Assign the student **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status.

OR

- Determine the student’s EL status through administration of the appropriate WIDA screening tool, at local discretion.

If the LEA opts to administer the grade-level appropriate WIDA screening tool, the student demonstrates English language proficiency, and:

- The HLS was submitted with “all-English” responses, the student should be assigned **1633/Native English Speaker** status.
- The HLS meets “more often” criteria, the student should be assigned **1634/Fluent English Speaker** status.
- The HLS meets “less often” criteria, the student should be assigned **1633/Native English Speaker OR 1634/Fluent English Speaker** status per the “less often” Non-EL Bilingual qualification criteria detailed in Section 3, Question #5.

If the student does not demonstrate proficiency per the WIDA Screener, the student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status and should participate in spring ACCESS assessment annually until demonstrating English language proficiency.

Note that regardless of any scenario detailed above, an LEA reserves the right to assess a student for EL status if instructional staff observe an unmistakable linguistic barrier that limits the student’s access to classroom instruction.

XIII. Students Entering and Exiting During the ACCESS Test Window

Note that the following four questions assume that a student is moving among in-state LEAs. Please refer to Section 12, Question #1 for guidance in determining the identification and assessment requirements pertaining to an EL or potential EL student entering from another state.



1. What should be done if a new potential EL student enrolls during the ACCESS testing window?

If a new student enrolls:

- Within but prior to the final ten instructional days of the WIDA ACCESS assessment window,
- With Home Language Survey responses indicating the student is a potential EL,

The student should be administered an appropriate WIDA placement test (e.g., K Screener, Screener or MODEL). If the student does not demonstrate English language proficiency, they should be assigned EL status in the local student information system and be administered the appropriate ACCESS assessment prior to the close of the ACCESS testing window.

If the new student enrolls:

- Within the final ten instructional days of the WIDA ACCESS assessment window,
- With Home Language Survey responses indicating the student is a potential EL,

The LEA is responsible only for administering an appropriate WIDA placement test (K Screener, Screener or MODEL) and assigning the determined language status in the local student information system. Ensuring participation in the ACCESS assessment is not required in the current school year but will be expected in the following year(s).

2. What should be done if a new EL student arrives during the ACCESS testing window?

If a new EL student enrolls within the WIDA ACCESS testing window and the transfer records indicate that the student has been previously identified as EL and/or has already participated in WIDA testing for the current year, the receiving LEA should contact the sending LEA and request all pertinent documentation relating to the current-year administration of the ACCESS assessment. If ACCESS documentation is received, the LEA should assign the student EL status in the local student information system and administer any ACCESS assessment domains not previously completed. If all domains have been completed, the LEA is only responsible to alert the state WIDA coordinator to ensure that all applicable scores are correctly placed in the student record. If sufficient testing documentation is not received from the sending LEA, the enrolling LEA must make every reasonable effort to administer the WIDA ACCESS assessment prior to the close of the testing window.



3. What should be done if an EL student moves away prior to ACCESS testing?

Most importantly, the LEA needs to ensure the proper exit coding for the student is recorded in the local student information system. Additionally, if the state upload of LEA EL data to WIDA AMS has already occurred*, the LEA will need to ensure the following:

For ACCESS Online:

- Verify the student has been removed from any sessions automatically created by WIDA AMS, as well as any sessions created by local staff.

For Kindergarten ACCESS/Alternate ACCESS for ELLs/Paper ACCESS for ELLs Writing tests:

- Return any unused test booklets and Pre-ID labels to DRC when returning the site's secure testing materials.
- Verify the student has been removed from any sessions automatically created by WIDA AMS, as well as any sessions created by local staff.

If the upload of EL data to WIDA AMS has not yet occurred, and the student has already been assigned the appropriate exit coding in the local student information system, no further action is required.

Please note that once a student has been entered into WIDA AMS, they cannot be removed. Removing a student from the WIDA AMS system is not necessary to indicate that a student has unenrolled and did not test in a specific LEA. Removing the student from all ACCESS Online test sessions will ensure the student is not associated with the LEA in final state score reporting.

**The upload of state EL data to WIDA AMS is usually completed between November 25 and December 1. To verify if the current-year upload has already occurred, please contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.*

4. What should be done if an EL student moves during ACCESS testing?

The circumstances of the move dictate what should be done when an EL student leaves an LEA during ACCESS testing:

Student moves within the state from one LEA to another LEA:

If an EL student has completed one, two, or three ACCESS assessment domains, the transferring LEA should:



- Provide the information requested under the Student Transfer Form tab in the LEA WIDA AMS account page.
- Make every reasonable effort to inform the receiving LEA that the student has not completed their ACCESS assessment.

If an EL student has not completed any ACCESS assessment domains, the transferring LEA should:

- Ensure the student has been removed from any test sessions automatically created by WIDA AMS, as well as any sessions created by local staff.
- Make every reasonable effort to inform the receiving LEA that the student was scheduled to participate in the ACCESS assessment.

Student moves within an LEA from one site to another site:

If an EL student has completed one, two, or three ACCESS assessment domains, the LEA should ensure the following steps are completed in WIDA AMS:

- Add the student to the new enrollment site as they would for a new student.
- Add the student to a test session for any domain not yet completed.

If an EL student has not completed any ACCESS assessment domains, the LEA should ensure the following steps are completed in WIDA AMS:

- Remove the student from any test sessions at their former site.
- Add the student to the new enrollment site as they would for a new student.
- Add the student to all test sessions at their new site.

Student leaves the LEA for another state or country:

If an EL student has completed any test domains and then leaves the state or country, the transferring LEA should leave the student in all remaining test sessions in WIDA AMS. No other WIDA-specific reporting is required.

If an EL student has not completed any test domains and then leaves the state or country, the LEA should ensure the student has been removed from any sessions automatically created by WIDA AMS, as well as any sessions created by local staff. No other WIDA-specific reporting is required.

Student leaves the LEA and has completed all domains:

A completed ACCESS assessment (all four domains) is non-transferrable. In this case, the sending LEA should make every reasonable effort to inform the

receiving LEA that the student has completed their ACCESS assessment. No other WIDA-specific reporting is required.

XIV. WIDA and WIDA AMS Resources

1. As the WIDA DTC for my LEA, where can I find information and resources?

First and foremost, a WIDA DTC must ensure that they are subscribed to OSDE's WIDA/EL listserv. This is the Office of English Language Proficiency's primary means of communication with LEA staff regarding WIDA and English Learner policy updates. To request that LEA staff be added to the WIDA/EL listserv, please contact the Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

For state-created guidance and resources, refer to the [English Language Proficiency page](#) of the OSDE website. For WIDA- created guidance and resources, refer to the Download Library located in the WIDA Secure Portal.

2. What are Oklahoma's English Language Development (ELD) Standards?

Oklahoma is a member of the WIDA consortium and has adopted the consortium's English Language Development (ELD) Standards. For additional information, please refer to WIDA's 2020 update of the [ELD Standards Framework](#).

3. What are WIDA's Can Do Descriptors?

WIDA has created multiple tools to help educators interpret placement and proficiency test scores and use those scores to guide instruction and lesson planning for English Learners. The [Can Do Descriptors](#) are one such tool.

In WIDA's own words, "The K-12 Can Do Descriptors, Key Uses edition, highlight what language learners can do at various stages of language development as they meaningfully participate in the college and career

readiness standards." WIDA also notes that the current edition of the Can Do Descriptors "is organized around four over-arching communicative purposes, called Key Uses: Recount, Explain, Argue, and Discuss."

Please note that the Can Do Descriptors are a required component of the student ELAP.



XV. Accommodations for OSTP, ACT, and SAT Testing

1. Is an English Learner student allowed accommodations when OSTP testing?

Generally, yes. The EL OSTP Accommodations Manuals for both regular education and special needs students, as well as supporting reference documentation, are available [here](#).

2. Is an English Learner student allowed accommodations when ACT or SAT testing?

ACT and SAT English Learner test accommodations are unique to each test and separate from the EL-specific accommodations available to EL students participating in OSTP assessment. Both ACT and SAT allow accommodations on an individual basis, but only after appropriate supporting documentation, such as a student's ELAP, is submitted through the respective test provider's formal appeals process. An LEA wishing to ensure an EL student be afforded all allowable EL-specific accommodations when participating in either the ACT or SAT assessment must ensure that this process is successfully completed. To ensure that an EL student is awarded a college-reportable score, only those accommodations formally approved for the individual student by ACT or SAT will be allowed. LEA use of any testing accommodation not formally approved for the individual student by ACT or SAT will result in the student receiving no ACT or SAT assessment scores, college-reportable or otherwise.

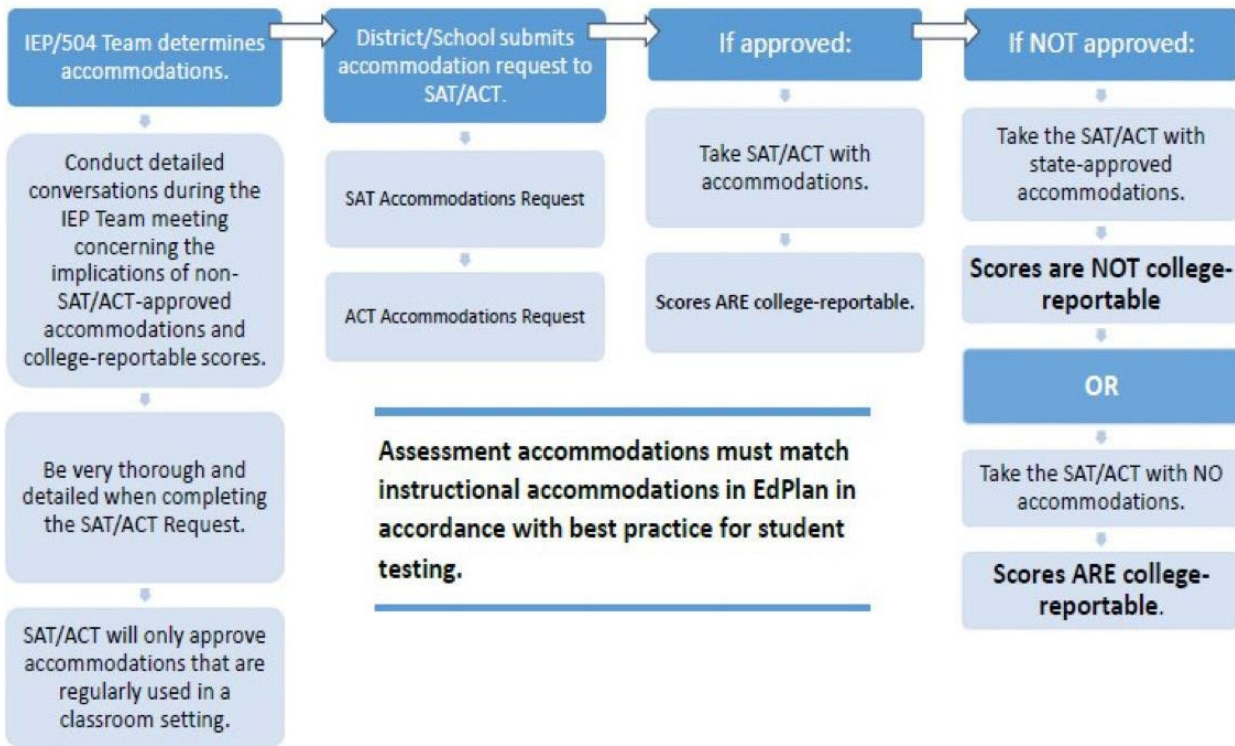
The links and flowchart below provide additional information regarding the process for requesting ACT and SAT EL accommodations.

[ACT Accommodations Information](#)

[SAT Accommodations Information](#)



Steps to Gaining SAT/ACT Accommodations



Please contact ACT or SAT directly for more information regarding EL-specific assessment accommodations or for additional assistance with each provider’s appeals process.

3. Is a Former English Learner (FEL) student eligible for testing accommodations when OSTP testing?

Please refer to the descriptions and table located on pages 3 and 4 of the [OSTP Accommodations for English Learner Students](#) guidance document to verify the accommodation eligibility for a specific student.



XVI. English Learners and Accountability

1. How do an EL student's OSTP and WIDA ACCESS assessment scores factor into site accountability?

EL-specific assessment scores can factor into LEA accountability in multiple ways.

Academic Achievement Indicator/ EL Priority Student Group (PSG): The Academic Achievement Indicator is a measure of grade level performance, as measured by OSTP content assessments, year-to-year.

For this indicator, a student is assigned to a specific "Priority Student Group" (PSG) based on their unique characteristics, and no student can be counted in more than one group. Each PSG has specific score targets that must be met, and if a student meets or exceeds the expected score target of their PSG, they earn points for the site toward the overall indicator score.

An EL student in their first year of schooling in the U.S. is still required to participate in all OSTP tests applicable for their grade level; however, their scores are not included as a component of the Academic Achievement Indicator until their third year of OSTP assessment. If a site has a minimum number of ten EL students that meet Full Academic Year (FAY) criteria, that have reportable scores and have been enrolled in U.S. schools for at least two years, the site will have reportable data for the EL PSG. In cases where the site does not meet the minimum ten student requirement, EL student OSTP scores will still be factored into the Academic Achievement Indicator but will not be publically reported as a standalone group.

Additional information regarding the Academic Achievement Indicator is available in the OSDE [Academic Achievement spotlight document](#).

- *Please note that due to the hierarchical nature of the priority student groups for the Academic Achievement Indicator, an EL who is also part of the Special Education and/or Economically Disadvantaged student groups will be included in one of those subgroups, rather than the EL subgroup, for the purposes of the Priority Student Group placement.*
- *FAY criteria is met by enrollment within the first 20 days of school and having no enrollment lapse of more than ten consecutive instructional days between initial enrollment and the first day of the OSTP spring testing window.*

Academic Growth Indicator: The Academic Growth Indicator is a measure of individual student growth across OSTP content assessments over consecutive years. EL student OSTP scores will not be factored into the Academic Growth indicator until at least their second year of assessment as this indicator requires two consecutive years of assessments. Points are earned towards the Academic Growth



Indicator by students showing growth within or across OSTP content assessment performance bands over consecutive years.

Additional information regarding the Academic Growth Indicator is available in the OSDE [Academic Growth Spotlight document](#).

ELPA Indicator: The ELPA Indicator is a measurement of EL student success in meeting individual growth targets toward English language proficiency, as measured annually by the WIDA ACCESS assessment. All EL students are placed on a growth track towards proficiency based on the score achieved in their initial year of ACCESS testing. An EL student who meets their yearly individual growth target on their path to proficiency will count as “on track” and positively contribute toward the site ELPA indicator*. An EL student demonstrating English proficiency and automatically exiting EL status or who exits EL status via the ELP Band Exit Process will have their proficient scores count towards the number of students counted as “on track” for the site ELPA indicator for the year they tested proficient as well as the for the four consecutive years after reaching English language proficiency (assuming the student also meets yearly FAY criteria).

Additional information regarding the ELPA Indicator is available in the OSDE [ELPA spotlight document](#).

**While distinct growth tracks and targets are established for every EL student, only those sites with a minimum of ten EL students that meet FAY criteria (enrollment within the first 20 days of school and having no enrollment lapse of more than ten consecutive instructional days between initial enrollment and the first day of the WIDA spring testing window) will see the ELPA indicator as a component of their site report card.*

2. What happens when an EL student does not meet the ELPA proficiency target established in their growth track?

For the LEA, if the site at which the student is enrolled serves the minimum number of students necessary for site report card inclusion of the ELPA Indicator (see note in Question #1 in this section), an EL student not meeting their growth target will be included only in the calculation denominator, and will not contribute to the overall points the site may earn within the indicator.

For the student, the Accountability Reporting application will:

- Determine the difference between the student’s most recent ACCESS Composite/Overall scale score and the 4.8 Composite/Overall scale score equivalent the student is expected to achieve in the final year of their growth track.



- Divide the total number of scale score points determined in step #1 by the number of years remaining in the student’s growth track (any remainder(s) will be rounded down and added to the final year of the growth track).
- Assign a new growth target based on the proportional amount of scale score points determined above.

To be considered “on track,” the student would need to meet or exceed this updated growth target on their subsequent year’s ACCESS assessment.

Note that an EL student who has exceeded the number of years initially allocated in their growth track will always have a growth target equivalent to the 4.8 Composite/Overall scale score aligned to their current grade level. Additionally, a student exiting EL status through the Band Exit Process will always count in the numerator of their site ELPA Indicator calculation, even if the student did not meet the 4.8 Composite/Overall scale score target.

3. How do the assessment scores of Former English Learners (FELs) factor into site accountability?

Academic Achievement Indicator / EL Priority Student Group (PSG): A FEL student remains part of the EL PSG for four years after the year in which the student demonstrated proficiency in English. For example, an EL student that achieved a score allowing for exit from EL status on the 2019 ACCESS assessment administration could have their OSTP Math and ELA scores remain part of the EL PSG* until the 2022-2023 reporting year.

*Please note that due to the hierarchical nature of the priority student groups for the Academic Achievement Indicator, a FEL student who is also part of the Special Education and/or Economically Disadvantaged student groups will be included in one of those subgroups, rather than the EL subgroup, for the purposes of the Priority Student Group placement.

ELPA Indicator: An EL student demonstrating English proficiency and automatically exiting EL status or who exits EL status via the ELP Band Exit Process will have their proficient scores count towards the number of students considered “on track” for the site ELPA indicator for the year they tested proficient and in the four consecutive years after reaching English language proficiency (assuming the student annually meets the FAY criteria detailed above).

4. How do I properly code Recently Arrived English Learners (RAELs) for LEA accountability?

There are three Wave entry codes (1838, 1839, & 1840) that indicate original entry to a U.S. school, and the use of any of the three would identify a student



as a Recently Arrived English Learner (RAEL). The difference between the codes relates to the student’s level of prior education and historical interruption of educational services.

1838: Assigned when a student has, to the best of LEA knowledge, never received formal educational services. This code is generally used for young students (pre-K to Grade 1) but may be appropriate for older students who have never attended school.

1839: Assigned when a student attended school in another country and has initially entered a U.S. school without a significant lapse in enrollment.

1840: Assigned when a student attended school in another country and experienced a significant lapse in enrollment prior to initial entry to a U.S. school.

If a student from a foreign country enters an Oklahoma LEA as their initial enrollment in U.S. schools, their enrollment date should be considered the student’s “original entry date.” If it is known that the student was previously educated in U.S. schools, the correct entry code is **1830**. RAEL codes may be assigned at LEA discretion with the expectation that the LEA use the code most appropriate to the student’s educational history and available documentation.

Please note that these codes may or may not be readily apparent in the local student information system (SIS). Although they may not be easily identified, every code referenced is accessible to the LEA’s local SIS. If questions arise as to where a specific code is located or how to code a particular student a certain way, please reference the code descriptions in the [Wave Requirements Airtable](#) available on the OSDE website and/or contact the LEA SIS vendor for assistance prior to contacting the OSDE for technical support.

For more assistance on RAEL status in relation to the state accountability model, please reference the [RAEL FAQ](#) guidance document or contact the Office of Accountability at (405) 522-5169.

XVII. English Learners and the Reading Sufficiency Act (RSA)

1. When is an EL student eligible for the RSA EL Good Cause Exemption?

An EL student with less than two years of instruction in an English Learner program is automatically eligible for a Good Cause Exemption and should not be retained if they do not successfully meet RSA requirements.



2. What if an EL student is ineligible for the Good Cause Exemption and does not meet RSA requirements?

An EL student's reading proficiency team may consider additional criteria when deciding whether to promote an EL student who is not eligible for the Good Cause Exemption and has not met RSA promotion criteria. If the team sees progress on the student's ACCESS scores and other work samples, and student data indicate that the student is making adequate progress in spite of not yet meeting RSA requirements, the student may be granted a probationary promotion and continue to receive interventions that address needs in both English acquisition and state content area knowledge. While a probationary promotion may not be an appropriate course of action for every EL student still to meet RSA criteria, it is a permissible course of action that may be used at LEA discretion.

XVIII. Additional Issues

1. How may an EL student obtain a driver's license?

As of April 26, 2021 and the immediate institution of House Bill 1715, Oklahoma students are no longer required to prove 8th grade reading proficiency when applying for a learner's permit or driver's license.

Please refer questions or concerns regarding the repeal of Driven to Read requirements to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

2. Are English Learners required to participate in the citizenship assessment in order to graduate from high school?

House Bill 2030, signed into law on April 26, 2021, requires high school students to pass a version of the civics assessment administered in the federal naturalization process. While any student with a significant cognitive determination is exempted from this process, there exists no such exemption for English Learner students.

3. Are English Learners allowed any testing accommodations when participating in the citizenship assessment?

Yes. A Spanish language version of the assessment is available through the Oklahoma State Department of Education Office of Curriculum and Instruction. LEAs will be expected to provide any oral translation services necessary to ensure speakers of all other languages may equitably participate in the assessment.



XIX. Gifted and Talented English Learners

1. Can an English Learner be considered for gifted and talented services?

Yes. English Learners (ELs) must be considered for Gifted and Talented (GT) services per the [Title VI of the Civil Rights Act of 1964 \(Title VI\)](#) and the [Equal Educational Opportunities Act of 1974 \(EEOA\)](#) and [Oklahoma State Statute 70 § 1210.301](#). It is the legal obligation of a public school to ensure that all students, including English Learners, be afforded the opportunity to participate meaningfully and equally in all available educational programs. Language and cultural differences can guise an exceptional English Learner, but the student's level of English language acquisition should not impact placement into GT programming. Additionally, Gifted and Talented identification does not necessarily need to equate with a student's academic achievement. As an English Learner is developing proficiency in English, demonstrating accelerated academic achievement in an English-only learning environment should be based on other observable characteristics. Instructional staff are encouraged to review the Characteristics of Potential Gifted and Talented English Learners guidance document and recognize that an exceptional EL student may present differently than an exceptional native English speaking peer.

2. What is the best way to identify and assess a gifted and talented English Learner?

An EL student should be considered for Gifted and Talented (GT) services based on equitable and accessible identification and assessment procedures. Adhering to the following best practices will ensure EL students are more equitably represented in local GT programs:

- **Implement universal screening procedures:** Ensure the local GT screening process allows every student the opportunity to be identified as exceptional.
- **Use non-verbal assessments:** Allow EL students to demonstrate their gifts and talents without the need for demonstrating English language proficiency.
- **Locally norm student data:** Basing GT assessment data on local site or LEA norms, rather than national norms, will likely increase equity for EL students.
- **Adopt a multi-criteria approach:** An approach to GT identification that is both quantitative (e.g., assessment scores, grades, etc.) and qualitative (e.g., parent or teacher referrals, student portfolios, observational data, etc.) opens additional entry points into GT programming based on multiple avenues of exceptionality.
- **Shift to an asset mindset:** An equitable GT screening system is one that approaches all students with a focus on what the student can do and the assets



they already possess, rather than a deficit perspective that primarily serves to identify the skills a student has yet to learn.

3. How can teachers serve and support gifted and talented English Learners?

While not an exhaustive list, the following best practices will ensure gifted and talented ELs have additional opportunities to develop their gifts:

Know the student: Understand how to effectively use a student ELAP and available assessment scores to understand domain-specific and overall proficiency levels and adapt instruction accordingly. Implement practices (e.g., appropriate translation and modification of assessments) to ensure ongoing assessment is measuring the intended content knowledge and not language proficiency.

Establish a process for instructional design: Develop all instructional activities within a framework that ensures the content is clearly conveyed to the student and provides the resources to engage in the material. Creating language objectives to supplement instructional goals, explicitly targeting the vocabulary necessary for comprehension, scaffolding lessons with tiered levels of cognitive complexity, and integrating comprehensible input into instruction will serve to increase student comprehension and engagement.

Plan for the exceptional mind: In creating instructional activities, structure the content around larger themes or ideas. Additionally, develop supplemental tasks that allow the student to use existing knowledge, require interaction with all four domains of speech, are collaborative and cross curricular (as appropriate), and allow an appropriate level of student agency in how and when they will ultimately demonstrate mastery of the learning objectives.

For additional GTEL strategies and resources, refer to the Inclusive Approaches for Identifying and Supporting Gifted and Talented English Learners guidance document.



XX. Appendices

TABLE #1: Placement Test Scoring Information

Test Name	Grade Level	Exit Criteria
Oklahoma Pre- K Screening Tool (PKST)	Pre-kindergarten	<p>7 or better questions correct: Student is not considered EL for their pre-K year.</p> <p>6 or fewer questions correct: Student is considered EL for their pre-K year.</p> <p>Note that any pre-K student assessed with the PKST must be rescreened in kindergarten, regardless of PKST score achieved.</p>
Kindergarten Screener	Kindergarten and first semester of 1 st grade	<p>5.0 or better Oral Composite/Overall score: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p>4.5 or lower Oral Composite/Overall score: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.</p>
Kindergarten MODEL	Kindergarten	<p>None. All Kindergarten MODEL scores qualify student for EL designation and services.</p> <p>Note that the Kindergarten MODEL assessment may also be used as a measure of interim progress for an EL student and/or as a basis for instructional decisions before receiving ACCESS scores.</p> <p>However, the Kindergarten MODEL may NOT be used to exit ELs from EL status.</p>
WIDA MODEL	1 st grade-12 th grade	<p>4.8 or better Composite/Overall score: Student is not EL and does not require supplemental support services.</p> <p>4.7 or lower Composite/Overall score: Student is EL and must be provided supplemental support services.</p> <p>Note that the WIDA MODEL assessment may also be used as an EL-specific measure of interim progress and/or to inform instructional decisions while waiting for ACCESS scores.</p> <p>However, the WIDA MODEL may NOT be used to exit an EL student from EL status.</p>



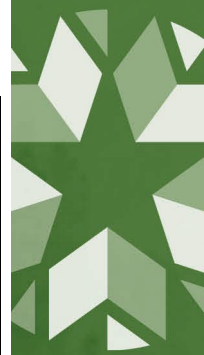
<p>WIDA Screener (Paper or Online)</p>	<p>Second semester 1st grade-12th grade</p>	<p>5.0 or better Composite/Overall score: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p>4.5 or lower Composite/Overall score: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.</p> <p>If student has a disability that precludes participation in one or more test domains:</p> <p>5.0 or better on all domains completed: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p>4.5 or lower on any domain completed: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English language proficiency.</p>
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TABLE #2: Proficiency Test Scoring Information

Test Name	Grade Level	Exit Criteria
Kindergarten ACCESS	Kindergarten	<p>4.8 or better Composite score: Student is considered English language proficient and may exit EL status.</p> <p>4.7 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.</p>
ACCESS for ELLs	1 st grade- 2 nd grade	<p>4.8 or better Composite score: Student is considered English language proficient and may exit EL status.</p> <p>4.7 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.</p>
ACCESS for ELLs	3 rd grade- 12 th grade	<p>4.8 or better Composite/Overall score: Student is considered English language proficient and may exit EL status.</p> <p>4.3-4.7 Composite/Overall score: Student is eligible for ELP band committee decision as to whether or not they should be reclassified as English proficient and exited from EL status, at LEA discretion.</p> <p>4.2 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.</p>
Alternate ACCESS for ELLs	1st grade- 2nd grade	<p>P2 Composite/Overall score or above on the two most recent Alternate ACCESS administrations in the past three years: Student is considered English language proficient and may exit EL status.</p> <p>P1 or lower Composite/Overall score in either year: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the Alternate ACCESS spring proficiency assessment each year until demonstrating English language proficiency.</p> <p>Note that the Alternate ACCESS assessment should only be administered in cases where a dually-identified student has a determined severe cognitive disability and would also</p>





		<p>participate in alternate state content area assessment (OAAP). The vast majority of dually-identified EL students served on an IEP or 504 plan should be administered either the Kindergarten ACCESS assessment or ACCESS for ELLs assessment with appropriate accommodations.</p>
Alternate ACCESS for ELLs	3rd grade-12th grade	<p>P2 Composite/Overall score or above on the two most recent Alternate ACCESS administrations in the past three years: Student is considered English language proficient and may exit EL status.</p> <p>A3-P1 Composite/Overall score on the two most recent Alternate ACCESS administrations in the past three years: Student is eligible for ELP band committee decision as to whether or not they should be reclassified as English proficient and exited from EL status, at LEA discretion.</p> <p>P1 or lower Composite/Overall score in any SINGLE year: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the Alternate ACCESS spring proficiency assessment each year until demonstrating English language proficiency.</p> <p>A1 or A2 Composite/Overall score on the three most recent Alternate ACCESS administrations in the past four years: At local discretion, an EL student meeting this criteria may have their EL status appealed. Note that the student’s learning team must agree that the student’s learning needs may be met through existing supports, accommodations, and modifications provided through the student’s IEP, and that ongoing provision of EL- specific services and supports, as well as continued participation in the Alternate ACCESS assessment, provides no educational benefit to the student. See Section IX, Question #11 for additional information.</p> <p>Note that the Alternate ACCESS assessment should only be administered in cases where a dually-identified student has a determined severe cognitive disability and would also participate in alternate state content area assessment (OAAP).</p>



		<p>The vast majority of dually-identified EL students served on an IEP or 504 plan should be administered either the Kindergarten ACCESS assessment or ACCESS for ELLs assessment with appropriate accommodations.</p>
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Language Code Descriptions

1633/Native English Speaker

This student has never been assigned **2349/Limited English Proficient/English Language Learner**, **1637/Limited English Proficient/English Language Learner Declined District EL Services**, **1634/Fluent English Speaker**, or **1636/Re-designated as Fluent English Proficient** status. One of the following conditions must apply:

- The submitted Home Language Survey (HLS) indicates English responses to the three primary language questions (home language, dominant language, and first language learned), and the student has never been assigned one of the language codes noted directly above.

OR

- The student HLS is considered “less often” due to a language other than English reported on one of the three primary language questions (home language, dominant language, and first language learned), demonstrated English language proficiency when initially administered the grade-appropriate EL screening assessment, and does not possess the supplemental assessment score necessary to qualify as Non-EL Bilingual.

1634/Fluent English Speaker

This student is considered Non-EL Bilingual and must not have been previously assigned **2349/Limited English Proficient/English Language Learner**, **1637/Limited English Proficient/English Language Learner Declined District EL Services**, or **1636/Re-designated as Fluent English Proficient** status. This student has been administered the Oklahoma Pre-K Screening Tool (PKST)*, WIDA Kindergarten Screener, WIDA Screener, or WIDA MODEL and determined to be English language proficient in addition to one of the following conditions:

- The student Home Language Survey (HLS) is considered “more often” due to a language other than English reported for any two or more of the three primary



language questions (home language, dominant language, and first language learned).

OR

- The student HLS is considered “less often” due to a language other than English reported on one of the three primary language questions (home language, dominant language, and first language learned).

AND

The student’s previous year state OSTP ELA test score was Basic or Below Basic or their CCRA (ACT or SAT) Reading subtest score was at or below the 35th percentile (determined yearly).

OR, if no previous year OSTP ELA or CCRA score is available:

The student has a recent, qualifying ELA/Reading score as measured by an approved, locally administered norm-referenced test (NRT). Note that qualifying NRT scores must be the most recently available and are not valid if obtained from an assessment administered prior to spring of the previous school year.

*Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA Kindergarten Screener (K Screener) at the outset of their kindergarten year.

2349/Limited English Proficient/English Language Learner

This student is considered both Bilingual and an English Learner. The student has been administered the Oklahoma Pre-K Screening Tool (PKST), WIDA Kindergarten Screener, WIDA Screener, or WIDA MODEL and has yet to demonstrate English language proficiency. Note that current Home Language Survey responses reporting a language other than English for any or all of the three primary language questions (home language, dominant language, and first language learned) are not required when assigning a student this status. This student will participate annually in the WIDA ACCESS assessment until demonstrating English language proficiency.

1637/Limited English Proficient/English Language Learner Declined District EL Services

This student is considered both Bilingual and an English Learner. The student has been administered the Oklahoma Pre-K Screening Tool (PKST), WIDA Kindergarten Screener, WIDA Screener, or WIDA MODEL and has yet to demonstrate English language proficiency, but the parent(s) or guardian(s) has indicated the student is not to receive EL-specific services, supports, or instructional interventions from the LEA. The student will participate.

